

University of
Chester

Department of Clinical Sciences and Nutrition

MSc In Public Health Nutrition

Project Title:

**Parents' experiences of using labelling information when
making breakfast cereal choices for their children**

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I hereby declare that the work contained herewith is original and is entirely my own work (unless indicated otherwise). It has not been previously submitted in support of a degree, qualification or other course.

Signed:

Date:

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Abbreviations

%RI	Percentage reference intake
BMI	Body Mass index
CVD	Cardiovascular disease
DoH	Department of Health
EU	European Union
FOP	Front of pack
FSA	Food Standards Agency
GDA	Guideline Daily Amounts
IGD	Institute of Grocery Distributors
NHS	National Health Service
SES	Socioeconomic status
T2D	Type 2 diabetes
UK	United Kingdom
US	United States

**Parents' experiences of using labelling information when making
breakfast cereal choices for their children**

Literature review paper

Word count: 4478

Abstract

The consequences of a poor quality diet are slow to develop and easy to ignore, however, the impact on the health of communities as a whole is great (Lean, 2015). With the current upward trend in obesity, especially in children, this review looks into a variety of food labelling systems in order to determine their influence on consumers' eating habits. The food labelling systems currently in place are only partially effective, with some seeming to demonstrate complete operational failure, therefore more research is needed in order to understand the cognitive processes used by consumers when making decisions using food labels. As a commonly consumed product which varies widely in nutritional content, and displays an array of different types of labelling information, breakfast cereal could benefit from further research into how the different food labelling systems are used and understood by consumers.

1.1 Introduction

Food labels were initially put into place for the safety of the consumer, however their role has evolved over time (Cheftel, 2005). Up until 1900, in most cases food came directly from the farm, with little need for any packaging or branding (Welch & Mitchell, 2000). The 1900s saw food label development, with advancements in food production, and legislation which prohibited the shipping and manufacture of 'misbranded' or 'adulterated' food products (U.S. Food and Drug Administration, 2009; U.S. Food and Drug Administration, 2014; Welch & Mitchell, 2000). The addition of preservatives to foods and worries about the effects on health, led to the development of food labelling, where no ingredients could be added without informing the consumer (U.S. Food and Drug Administration, 2014). Today, labelling is becoming an instrument for both motivating customer behaviour and manipulating production practices (Albert & Food and Agriculture Organization of the United Nations, 2014). The food industry is the largest sector of the commercial economy, and profit margins could be affected when it comes to reformulation of products, as a result of legislation, in order to bring them in line with nutritional guidelines (Lean, 2015). In the UK, as an alternative to legislation, industry partners are encouraged to sign up to the Department of Health (DoH) responsibility deal, where additional labelling is applied to products, with the common goal of aiding consumers to make healthy and informed choices (DoH, 2015a). Consumers expect the information on a food package to be truthful, in order to make a purchase which best fits their needs (Albert & Food and Agriculture Organization of the United Nations, 2014), yet the variety of labelling systems now appearing on packaging

has been criticised for introducing confusion rather than transparency (Johnson, 2014).

1.2 Health concerns

The consequences of a poor quality diet are slow to develop and easy to ignore, however, the impact on the health of communities as a whole is great (Lean, 2015). A poor diet in childhood is associated with poor development and ill health (Jackson, 2015). Moreover, it is likely that obese children will become obese adults, with a high risk of developing obesity related complications such as type 2 diabetes (T2D) (Baqai & Wilding, 2015), cardiovascular disease (CVD) and psychosocial difficulties (Finer, 2015). The greatest expense when treating obesity is attributed to the resulting consequences, which cost the National Health Service (NHS) an estimated £5 billion per year (Lobstein, 2015; DoH, 2015b). Manufacturing processes are swiftly reformed when ingredients are found to be contaminated, however changes to nutritional composition that would benefit the health of the population have not yet been implemented adequately to bring diets in line with healthy eating targets (Lean, 2015; Wiseman & Lean, 2015). Energy balance is regulated by biological processes, however appetite regulation is easily overpowered by food marketing and other environmental prompts such as advertising (Baqai & Wilding, 2015).

Early government policy efforts to tackle obesity were heavily concentrated on health education in the form of dietary guidelines (Lobstein & Davies, 2009). Nevertheless, as nutritional information did not become mandatory or standardised until 1990, these guidelines were difficult to follow (Edge, Toner,

Kapsak & Geiger, 2014). Furthermore, dietary guidance may only be beneficial to the well-educated and the health conscious (Lean, 2015).

1.3 Nutritional Labelling

Public policy over recent years has focussed on tackling the problem of obesity through the use of educational tools such as nutritional labels on food items (Lobstein & Davies, 2009; Roberto et al., 2012b). For pre-packaged food and drink to be sold in the United Kingdom, the label should list the ingredients and show other key information in a way that is easy to read and understand, is easily visible and is not misleading (GOV.UK, 2014). It takes approximately fifteen seconds to decide on a supermarket purchase, and the nutritional information available to the customer at the point of purchase may only be on the food label (Hankey, 2015; Mackison, Anderson & Wrieden, 2010).

Processed and ready prepared meals remove consumer control over the ingredients, composition and portion size, therefore it is imperative that this information is simple to read and to understand (Hankey, 2015; Mackison et al., 2010). Nevertheless, a 2010 study by Mackison et al. suggested that this was not the case for the current Guideline Daily Amounts (GDA) labelling format. Using a short validated survey that comprised food label based numerical and comprehension tasks to test the nutrition label comprehension of a representative sample of the UK population, results concluded that the nutrition label format is less helpful to those with lower levels of educational attainment (Mackison et al., 2010).

Some aspects of food labelling can pose barriers to fair trade, therefore much policy is managed at a European Union (EU) level rather than by the United Kingdom (UK) government (Wiseman & Lean, 2015). Currently, only nutritional information is mandatory if a nutrition claim such as low-fat is made, although many organisations have voluntarily signed up to the DoH responsibility deal (Hankey, 2015; DoH, 2015a). As part of the responsibility deal, companies pledge to encourage action on obesity by agreeing to such initiatives as front of pack (FOP) labelling, which has had 23 pledges, and is now present on 80% of processed food items in the UK (DoH, 2015a; Hankey, 2015). The voluntary FOP labelling scheme aims to increase the number of partners that are using the government recommended labelling scheme, as a consistent scheme will ensure that consumers are supported in making healthy choices, and not confused by multiple formats (DoH, 2015a). Nutritional labelling is to become mandatory for all pre-packaged food items in 2016, with new guidelines for mandatory and voluntary information introduced for manufacturing from December 2014 (appendix 1) (DoH, 2015a). Guidelines allow manufacturers and supermarkets to design their own label as long as it meets EU requirements (appendix 1) (DOH, FSA & the Scottish Government, 2013). This is not consistent with the evidence that differing formats are confusing to customers (Which?, 2006).

Nonetheless, numerous labelling schemes have been developed, including front of pack colour coded labelling that was announced by the Food Standards Agency (FSA) in 2006 (FSA, 2006; Howlett & Kennedy, 2011). Policy research for FOP labelling in 2011 conducted a literature review of customer response to

FOP labelling and determined that the general public like and understand traffic light labelling systems, although effects on purchase behaviour were unclear (U.S. Department of Health and Human Services, 2011). Nevertheless, GDA is the preferred method by the food industry (Hankey, 2015), and has become the compulsory scheme for the European Union (European Parliament, 2010). As a compromise, the DoH, FSA, and the Scottish government have recommended the use of a combined traffic light and GDA labelling system (Hankey, 2015; DoH, FSA & The Scottish Government, 2013) (guidelines in appendix 1). The vital difference between the traffic light and GDA schemes is that traffic light symbols represent levels clearly as high, medium or low in a way that will be easily understood by the consumer, which GDA does not do (Lobstein & Davies, 2009). However, the strong opposition to the traffic light labelling system from many food industry organisations represents the powerful impact that labelling can have on sales, which is inconsistent with the commitment to front of pack labelling in the UK (Lachat et al., 2012; Hankey, 2015). Some EU countries are opposed to this traffic light format, proposing that it could obstruct free trade due to its simplistic nature and the use of potentially non-beneficial nutrition claims in the form of red lights (European Parliament, 2010; Salas & Simões, 2014).

GDA values vary according to age and gender, and are used on food labelling to deliver guidance on dietary composition (Combet & Buckton, 2015).

However, after new labelling guidelines were introduced on 13th December 2014 (DoH, 2013), GDA values produced by the Institute of Grocery Distributors (IGD) in the UK have been replaced by percentage reference intakes (%RIs)

(Food and Drink Federation, 2009; DoH, FSA & the Scottish Government, 2013). %RIs are based on an average sized woman performing an average amount of physical activity, and values for other population groups such as children are not permitted to be used in order to maintain consistent information, which raises questions as to how parents will determine the amount of certain nutrients that their child is consuming (DoH, FSA & the Scottish Government, 2013).

Discussions behind compulsory front of pack labelling in the UK have led to a requirement for performance testing (Lachat & Tseng, 2013). An untested format could be detrimental or unproductive for three reasons, as described by Hamlin, McNeill and Moore (2015):

1. Positive outcomes may not occur, and negative outcomes might be possible.
2. Costs could be forced on the food industry, with no promise of profit return.
3. An ineffective labelling system might obstruct the development of a system that is effective.

In their recent review of front of package literature, Kleef and Dagevos (2015) have plotted the major schemes that are used in industry on a continuum based on how consumers process the available information, as illustrated in figure 1.1.

Nutritional facts only

Opinion or recommendation only

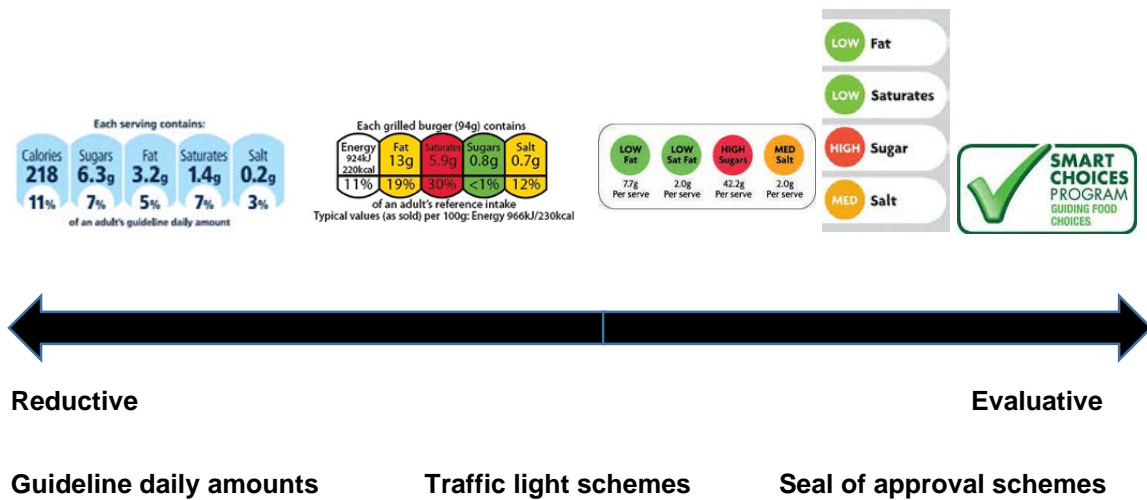


Figure 1.1 FOP nutritional label types on a continuum (adapted from Hamlin et al. (2015)).

One end of the continuum represents purely factual information, whereas the other end contains no factual information. The diagram explains how consumers need to use differing evaluation techniques depending on the format of label that they are presented with, ranging from detailed examination to purely trust based thinking (Kleef & Dagevos, 2015). Nevertheless, no well-founded conclusions were made concerning the influence of label format on consumer selection and opinion (Hamlin et al., 2015). Following the review by Kleef and Dagevos (2015), a pilot study was conducted by Hamlin et al. (2015) using five groups of university students in New Zealand, in order to test nutrition label performance on breakfast cereal products. Purchase intent was measured for two nutritionally 'good' and two nutritionally 'poor' products containing either a traffic light label, a large traffic light label, a %RI label or a control with no label, as demonstrated in table 1.1.

Table 1.1 Set up to measure purchase intent depending on FOP label

(adapted from Hamlin et al., (2015).

	Brand 1 cornflakes	Brand 2 cornflakes	Brand 3 cornflakes	Brand 4 cornflakes
Group 1	Traffic light label	Large traffic light label	%RI label	No FOP label (control)
Group 2	%RI label	No FOP label (control)	Traffic light label	Large traffic light label
Group 3	No FOP label (control)	%RI label	Large traffic light label	Traffic light label
Group 4	Large traffic light label	Traffic light label	No FOP label (control)	%RI label
Group 5	Traffic light label	%RI label	No FOP label (control)	Large traffic light label

The purchase intent of participants increased significantly with the presence of all types of FOP label, although this intent was not affected by the actual nutritional status of any of the products as communicated by the labels. As the main aim of FOP nutritional labels is to encourage consumers to discriminate against unhealthy products, the findings of this study suggest an entire failure of FOP systems (Hamlin et al., 2015). The study signifies one of the most up to date performance testing findings in nutrition label literature, however, as a pilot study that did not measure real life sales, results will need to be replicated (Hamlin et al., 2015). Furthermore, the study only measured purchase intent for traffic light and percentage daily intake front of pack formats, therefore further research is needed to discover how consumers are influenced by other presentations (Hamlin et al., 2015).

Even though the traffic light labelling system seems to be the preferred format for the general public, the public must be educated in how to use whichever system that is put into place (Lachat & Tseng, 2013). The fact that the upward

trend in obesity continues, suggests that food labelling efforts have been unsuccessful in convincing consumers to make 'better for you' selections, and poses the question, what are the further barriers to making healthy choices? (Hankey, 2015).

1.4 Nutrition claims

Nutrition claims are another labelling method used on pre-packaged foods (Hankey, 2015). However, nutrition claims are in some cases misdirecting, specifically when included on products that are low in beneficial nutrients such as protein and fibre, and high in potentially damaging nutrients such as sugar and salt (Harris, Schwartz, Ustjanauskas, Ohri-Vachaspati, Brownell, 2011a). Harris, Thompson, Schwartz and Brownell (2011b) demonstrated this in their research where parents viewed cereal packaging for products of low nutritional quality. Results suggested that parents misconstrue nutrition claims that are frequently displayed on child-targeted breakfast cereals, with the majority of parents concluding that cereals carrying claims are overall of a higher nutritional value, and thus will provide greater health benefits for their child (Harris et al., 2011b). Breakfast cereals in the UK are often fortified with vitamins such as vitamin D, folic acid, iron, zinc and vitamin B12 (Williamson, 2010). The consumption of breakfast cereals fortified with added micronutrients will be of value only to those who are deficient (Lean, 2015). However, there are no beneficial effects from ingesting extreme amounts of micronutrients, as levels are tightly controlled by regulatory processes in the body (Lean, 2015; Combet & Buckton, 2015). Furthermore, excess of some vitamins can inhibit the

absorption of others, such as iron and zinc, which share the same transport pathway in the body (Lean, 2015).

In the United States (US), Wansink and Chandon (2006) discovered that labelling has an effect on consumption in addition to sales. When regular M&M's were labelled as either 'regular' or 'low fat', both normal weight and overweight potential university students and their families consumed a higher amount of the 'low fat' M&M's in addition to underestimating the calories that they had eaten, although only results in the overweight groups were significant ($p < .001$) (Wansink & Chandon, 2006). Wansink and Chandon (2006) proposed a framework that explains how low-fat nutrition claims influence consumption (figure 1.2).

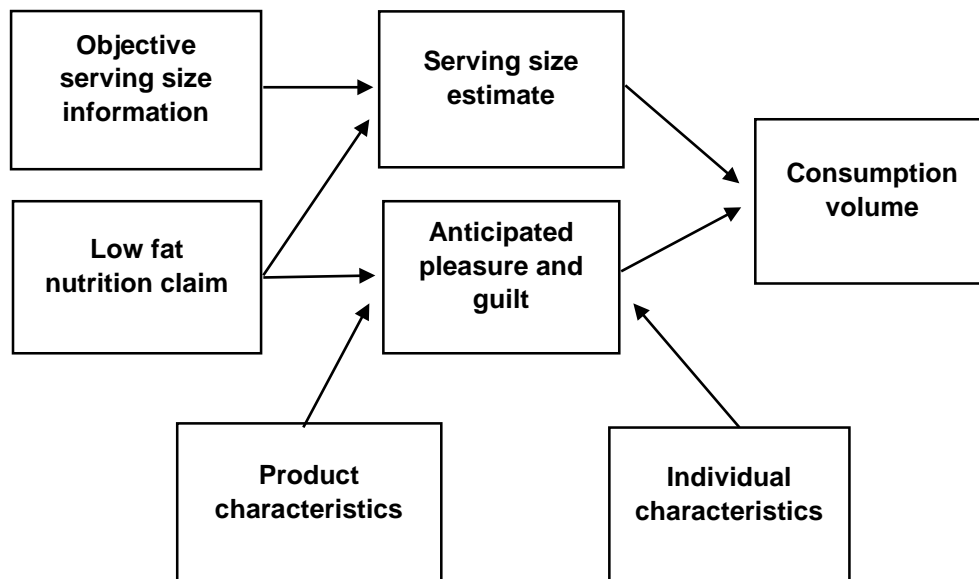


Figure 1.2 How low fat nutrition claims influence consumption (adapted from Wansink and Chandon (2006)).

In the absence of clear serving size information, individuals use other cues from the packaging or nutritional information to deduce the appropriate serving size (Wansink & Chandon, 2006). Subjective consumption cues such as nutrition claims do not state a serving size, but may impact how much an individual determines to be an appropriate serving, and how much pleasure or guilt a person expects to feel (Wansink & Chandon, 2006). The findings suggest that nutrition claims can provide products with 'health halos', which result in consumers assuming that the serving size is larger and the calorie content is lower (Wansink & Chandon, 2006). Nevertheless, the study only focuses on low-fat nutrition claims, and results do not conclude why there is a difference between normal weight and overweight participants. A more recent study by Cavanagh, Kruja & Forestell (2014) goes some way to explain this difference, with a variance in the way that restrained and unrestrained eaters were influenced by food labels. When presented with identical biscuits that were labelled differently, restrained eaters consumed more of an unhealthy brand if it was labelled as low calorie, whereas unrestrained eaters consumed more of the healthful brand, regardless of calorie content (Cavanagh et al., 2014). These findings seem to confirm research that information about the healthfulness of foods affects the consumption amount of restrained eaters to a greater extent than unrestrained eaters, who appear to be influenced by the enjoyment factor rather than health concerns (Cavanagh & Forestell, 2013),

Song, Halvorsen and Harley (2014) compared the messages that are displayed on both adults' and children's cereal boxes. Nutrition claims on the front of cereal boxes appeared on significantly more children's cereals compared to

adults', whereas on the side and back panels, children's cereals focussed on games and toys, however messages on adults' cereals were health related and included health claims that implied beneficial effects. Furthermore, the bowl of cereal representation on the front of the pack was more likely to relate to artificially coloured or sweetened products in children's cereals, while adults' cereals were more likely to contain serving suggestions of fruits and nuts. Nevertheless, the study fails to determine out of all of the information on the box, what parents actually notice, particularly when there is conflicting information (Song et al., 2014). Although front of pack labels may affect sales, back and side labels will receive closer attention at home, which may help to inform the reader, or to encourage a relationship with the brand (Song et al., 2014). Evidence suggests that food choice is determined by preferences and attitudes rather than beliefs concerning healthfulness of food, with parents the primary influence on children's eating behaviours (Harris & Bargh, 2009; Kaplan, Kiernan & James, 2006; Taras, Sallis, Patterson, Nader & Nelson, 1989).

A 'smart choices' label that included a green tick and the words "Smart Choices Program Guiding Good Choices", along with calories per serving and servings per pack information, appeared briefly on products in the US in 2009 (Lupton et al., 2010). Nutrition criteria were applied to products, and those that met the criterion as a 'better for you' choice were permitted to display the label (Roberto et al., 2012a). However, the scheme was not met with favour by many, and the scheme was put on hold in the same year that it was introduced (Metcalf, 2010). Approval marks on 'better for you products' can function as an

inducement for the food industry to reformulate products, nonetheless the scheme was found to encourage purchase intentions and positive attitudes in consumers, which suggests that customers misinterpret that the product holding a 'smart choices' label is endorsed as important for achieving a healthy diet (Lobstein & Davies, 2009). On the other hand, due to their non-cognitive nature, evaluative systems such as the 'smart choices' label could offer a feasible alternative to 'reductive' FOP labelling systems (figure 1.1), as long as they accurately demonstrate the nutritional ranking of the product (Hamlin et al., 2015).

1.5 Advertising

With the introduction of televisions into households, products were marketed to children along with cartoon characters and brand mascots in order for brands to make themselves memorable (Callcott & Lee, 1995). Companies use brand mascots to build a relationship with children that will develop into a brand loyalty that tracks through to adulthood (Connell, Brucks & Nielsen, 2014). A high quality systematic review conducted by Kraak and Story (2015) concluded that brand mascots are a strong predictor of children's choices and preferences, and lead to an intake of less healthy food rather than fruit and vegetables. High-sugar, energy dense and nutrient poor breakfast cereals are the packaged food product that is advertised to children the most, and as a result, is a possible contributor to the current childhood obesity epidemic (LoDolce, Harris & Schwartz, 2013). The requests, preferences and actual diets of children are strongly influenced by advertising messages, and as a result, children are put at risk of unhealthy weight gain and other negative diet related outcomes

(Committee on Food Marketing and the Diets of Children and Youth, McGinnis, Gootman & Kraak, 2006).

Breakfast cereal is a frequently consumed product, with varying levels of nutritional quality across the product range, a difference that is not easily identifiable to all consumers (Julia et al., 2015; Hamlin et al., (2015). The array of messages on breakfast cereal packaging work together to both inform and influence the consumer, not only at the time of purchase, but also the point of consumption, creating a brand relationship with the consumer (McNeal & Ji, 2003; Song et al., 2014). Associated with a lower body mass index (BMI), a reduced risk of chronic disease, enhanced cognitive function and improved general nutrition, breakfast is positively related to health (Mullan, Wong, Kothe & Maccann, 2013). Nonetheless, breakfast cereals targeted towards children are generally of a lower nutritional value than those directed to adults, with sugar positioned higher in the list of ingredients (Song et al., 2014). Breakfast choice is important, as cereals high in sugar not only raise total daily sugar intake, but also lessen the complete nutritional quality of the consumers' diet (Harris et al, 2011a). Furthermore, evidence from pilot studies suggests that a nutritious breakfast is a contributory factor in maintaining a healthy body weight and reducing the risk of chronic disease (Pereira et al., 2011; Holmes, Kaffa, Campbell & Sanders, 2012).

After an examination of the scientific research around children's understanding of advertising, Graff, Kunkel and Mermin (2012) concluded that children under the age of twelve are not able to recognise the influential intent of advertising. The most advanced development in advertising has been the restrictions put on

the television advertising of products high in fat, sugar and salt to children in the UK since 2007, in the hope that products with better nutritional profiles will be developed in order to meet the advertising regulations (Lobstein & Davies, 2009). Nevertheless, the brands that are mostly advertised to children on television are similarly presented online, where the restrictions do not apply (Graff et al., 2012). With increases in screen time for children through the use of modern technology such as computers, tablets and mobile phones, online advertisements could be as effective as television (Stewart, 2015). This is supported by recent findings from the World Health Organisation European Childhood Obesity Surveillance Initiative, in which high levels of screen time are associated with the increased consumption of foods that are high in fat, sugar and salt in a cross sectional study of 6 to 9 year old children from five European countries (Börnhorst et al., 2015).

The food industry maintains that it is the responsibility of parents to control the food intake of their children, yet companies spend millions on the promotion of a multitude of brand cues, in the hope of establishing a brand relationship with their viewers (Atkin, 1978; Hamlin et al., 2015; O' Dougherty, Story & Stang, 2006). Brand cues are evaluative in nature, as demonstrated by Hamlin et al. (2015) in figure 1.1. However, the non-cognitive behaviours associated with advertising cues differ greatly from the cognitive processes needed to understand nutritional information, which suggests that nutritional labelling as it is may not be as influential to consumer behaviour as advertising (Hamlin et al., 2015). Reisch et al. (2013) aimed to go beyond the widely acknowledged assumption that a combination of persuasive advertising and a limitless supply

of unhealthy food is contributing to poor dietary choices. Reisch et al. (2013) developed a theoretical model based on the previous research around advertising to predict the associations between food advertising and the food knowledge, preferences, diet and weight status of children. The study suggests that according to the current research relating to advertising to children, a sequential relationship would exist between the variables, which are all affected by the child's immediate environment (figure 1.3). The theory is that increased food knowledge leads to healthier preferences, which lead to a better diet, and as a result, a healthier weight status.

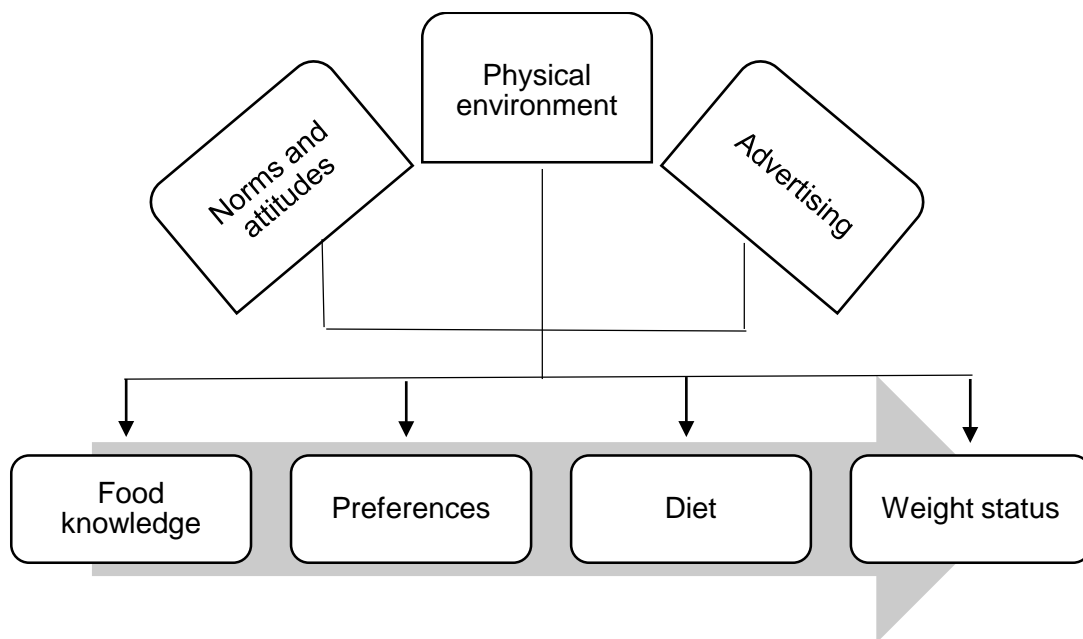


Figure 1.3 A theoretical sequential model on which Reisch et al.'s (2013) study is based.

However, the main findings of the study indicated that there is no sequential relationship between the variables, which suggests that traditional strategies of reducing the effects of advertising through education may be unproductive.

Furthermore, evaluations of health intervention programmes have shown that education and information alone are not effective in minimising the effects of advertising on children. Nevertheless, the ordering of the variables Reisch et al.'s (2013) study is based upon the interpretation of the researchers, which leaves their judgement open to error (Reisch et al., 2013). From another perspective, food choice is largely determined by a combination of social norms and environment, notably affordability, accessibility and availability, in which the food environment should make the healthiest choice the easiest choice (Schäfer Elinder & Jansson, 2009).

1.6 Conclusions

Research suggests that food labelling as it stands is not effective in guiding consumers to make healthy decisions. With the upward trend in childhood obesity continuing, and children reliant on the choices of their parents, the current literature raises a number of questions regarding future research:

- What is the influence of label format on opinion and selection?
- What is the strongest influence on purchase decision: advertising or labelling?
- What prevents people from using food labels?
- What are the barriers to making healthy choices?

The research uncovered a number of studies that may help to address the gap in the literature through using these questions. It is suggested by Wansink and Chandon (2006) that when a person cannot find the information that they are looking for, such as portion size, they will infer the answer from the available

information. With the removal of GDAs for children, how will parents determine information relating to their child? What information will they use? Results from a trial study carried out by Hamlin et al., (2015) suggest a complete operational failure of FOP labelling systems. How do people use these systems? Do they find them helpful?

In their systematic review, Kraak and Story (2015) relate children's food choice to advertising, whereas Reisch et al. (2013) suggest that it is dependent on food knowledge. What is the most powerful predictor of food choice?

Containing an array of different labelling techniques, and able to influence the consumer both at point of purchase and consumption, breakfast cereal is an important area for focus. In order to address the questions that have been raised by previous research, parents' experiences of using labelling information when making breakfast cereal choices for their children should be considered. It is through these experiences that we can uncover how parents make purchase decisions, the thought processes involved, and the positive and negative influences on these choices.

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**Parents' experiences of using labelling information when making
breakfast cereal choices for their children**

Key words:

Front of pack

Focus groups

Health claims

Advertising

Word count: 4486 words

This study looks into the impact of current nutritional labelling systems on purchase behaviours of parents, and provides an insight into how different systems are used to make purchase decisions, as well as the barriers to their use. BMC Public Health has a particular focus on articles concerning the impact of policies, and the environmental and behavioural connections to health and disease, and this study may be of interest. Results are obtained from an initial sample in the North West of England, which leaves this study open for replication with a representative UK sample.

Abstract

Background and aims

Background literature suggests that the current food labelling schemes are unsuccessful in guiding the public to make healthy choices. With rising levels of childhood obesity, further research is needed into consumers' thought processes when using food labels to make purchase decisions. Breakfast cereal is chosen as the food product to focus on due to its ability to influence consumers' choices at purchase point as well as consumption, leading to the question: what are parents' experiences of using labelling information when making breakfast cereal choices for their children?

Methods

16 participants aged between 24 and 44 were included in the study, 100% of whom were residents in the North West of England. 13 participants were female and 3 were male.

Two focus groups sessions were conducted with parents, and two with non-parents in order to understand where the differences lie. Systematic thematic analysis was used to establish themes from the data using supporting quotes from participants.

Results

The breakfast cereal purchases of parents are very much determined by the requests and preferences of their children, who are heavily influenced by advertising.

Conclusions

Short on time, and less concerned by health than their non-parent counterparts, parents in this study do not have the time or motivation to study labels, and find representative traffic light options easiest to use and understand. For parents to be able to make healthy choices for their children, the healthy option should also be the easiest and most attractive option.

2.0 Introduction

Background literature suggests that current food labelling schemes may be unsuccessful in guiding the public into making healthy choices. With such an array of schemes available to the consumer, this is a cause of confusion rather than clarity, and further research is needed to discover consumers' attitudes and opinions of labelling schemes, and their thought processes when using food labels to make purchase decisions. Breakfast cereal is chosen as the food product to focus on due to its common consumption, its varying nutritional properties, and its ability to influence consumers' both at purchase point and during consumption. With the upward trend in childhood obesity continuing, the study focuses on the opinions of parents, who are ultimately responsible for what their children are eating. In order to address the gap in the literature, there is a need to first establish parents' experiences of using labelling information when making breakfast cereal choices for their children.

Previous research contains many areas for discovery. Hamlin, McNeill and Moore (2015) undertook a trial study which describes a complete failure in the function of FOP labelling systems in that participants' purchases are influenced by simply the presence of an FOP label, but not by the actual nutritional information. Wansink and Chandon (2006) introduced the hypothesis of the 'health halo', where a person uses other packaging information to estimate portion size using the available information. Reisch et al. (2013) suggest that children's food choice is related to food knowledge, whereas in their systematic review, Kraak and Story (2015) relate it to advertising. There is also research relating to policy that requires research into such things as how people are

influenced by multiple formats of labelling, and with the removal of GDAs for children, how parents determine information relating to their child.

3.0 Methods

3.1 Research design

The research used focus groups to collect qualitative data. Prior to carrying out the research a review of the literature was conducted in order to give direction to the study. The work of other researchers revealed areas of interest and gaps in the literature which allowed research questions to be established. Using previous literature a topic guide was produced (appendix 2), and breakfast cereal packaging (appendix 3) was collected and prepared in order to generate interaction during focus group sessions. Potential focus group questions were tested out with friends and family of the researcher as recommended by Barbour (2004).

A well designed research question should consist of three or four parts, and be both broad and precise (Bettany-Saltikov, 2013; Flemming, 1998). The research question for this study was framed using the PEOT framework as described by Bettany-Saltikov (2013), which combines elements of population (parents), exposure (labelling information), outcome (breakfast cereal choices) and type of study (experiences) within the research question. This ensured that the question was clear and answerable, and resulted in the following research question: What are parents' experiences of using labelling information when making breakfast cereal choices for their children?

The study was designed to be able to address the following specific aims and objectives:

- How do parents of children aged between 4 and 11 use the labelling on breakfast cereal packaging?
- Do they understand the information?
- What influences them?
- How do non-parents differ from parents in their attitudes and opinions?

Knowledge of how breakfast cereal labelling is used and understood can assist in uncovering barriers to parents making healthy choices for their children, in the hope of informing future decisions regarding food labelling policy.

3.2 Participants

Participants were recruited using a poster (appendix 4) which was displayed in libraries, a community centre and a leisure centre in Warrington. Scaled down leaflets were also handed out to potential participants in the local area. As suggested by Krueger and Casey (2009), an incentive in the form of a £5 supermarket gift card was offered to any participants who took part in the study in order to aid the participant recruitment process.

The attitudes and experiences of parents rather than children were examined, with the focus on parents of 4 to 11 year old children, the age range where parents are most responsible for what their children are eating. Comparable groups of non-parents were included due to the potential for valuable contrast (Barbour, 2007).

Demographic information was taken from potential participants to ensure that they were grouped appropriately to obtain adequate information (table 3.1).

Participants were grouped by educational attainment and whether or not they

had children, resulting in four mini focus groups of four participants. Krueger and Casey (2009) recommend using mini focus groups of 4 to 5 participants that can be easily conducted in a range of settings and which allow for a greater opportunity for ideas to be shared. Pre-acquainted groups of friends and colleagues were selected where possible, rather than random samples, to allow for natural conversation, and to ensure that participants did not feel inhibited and give way to those assumed more educated or knowledgeable (Barbour, 2007; Krueger & Casey, 2009).

Participants were screened using inclusion/exclusion criteria (appendix 5) to ensure that they were suitable for participation in the study, and only participants that could understand and speak English were included for ease of analysis.

Table 3.1 Participant demographics

Participants	Age	Sex	Occupation	Highest level of education	Children
1A	27	Female	Account manager	Bachelor's degree	None
1B	27	Male	Business manager	Bachelor's degree	None
1C	27	Female	Nurse	Master's degree	None
1D	30	Female	Teacher	Postgraduate diploma	None
2A	28	Female	Dispenser	Access course	None
2B	36	Female	Checking technician	A-levels	None
2C	24	Female	Dispenser	A-levels	None
2D	24	Female	Dispenser	GCSEs	None
3A	25	Female	Teaching assistant	Higher education course	Age 5
3B	44	Female	Checking technician	GCSEs	Age 11
3C	24	Female	Dispenser	A-levels	Age 4
3D	37	Female	Checking technician	GCSEs	Age 11
4A	28	Female	Nurse	Master's degree	Age 10
4B	28	Female	Nurse	Master's degree	Age 10
4C	29	Male	IT technician	Bachelor's degree	Age 10
4D	28	Male	Student	Bachelor's degree	Age 10

3.3 Ethical considerations

To ensure that participants were fully informed before taking part in the research, potential participants that had met the inclusion criteria were provided with a participant information sheet (appendix 6), which explained all relevant information such as the purpose of the study, as well as the risks and benefits associated with taking part. When happy with the information, participants were provided with a consent form (appendix 7) with which they could provide informed written consent to take part in the research and to be audio recorded, and which reminded them of the right to withdraw from the study at any time. Participants were also given the opportunity to ask any questions before taking part in the study. Participants were given sufficient information about the study so that they could give informed consent, but not so much that their focus group interactions would be influenced. No more information than necessary for the study was taken from participants, and all data that was taken is kept confidential, with no names included in the final report. As the topic of the focus group sessions was not of a sensitive nature, confidentiality was not so much of an issue, however participants were asked to keep any information shared by other participants to themselves. Raw data is to be stored securely on the University of Chester network. Ethical approval to carry out this research was granted by the Faculty of Life Sciences Research Ethics Committee at the University of Chester (appendix 8).

3.4 Measurement procedures

Focus groups were used to collect data from participants. Focus group sessions lasted for approximately one hour and were conducted in a range of appropriate settings for the convenience of the participants (see appendix 9). Refreshments were provided for a relaxed feel, and an informal introduction was used to put participants at ease (appendix 2). Sessions were voice recorded for ease of analysis, however, at the request of the participants, focus group 3 was not voice recorded. Instead, notes were taken throughout the focus group session, with key quotes recorded word for word (appendix 9). At the end of the sessions participants were given a debrief (appendix 2) and the opportunity to ask any further questions. As suggested by Krueger and Casey (2009), recordings were transcribed and scripts were transcribed after each session in order to establish if any changes needed to be made to the next session (appendix 9).

3.5 Data analysis

The use of a topic guide (appendix 2) allowed for a systematic thematic analysis of transcripts (appendix 9) topic by topic, and probes were used to keep conversation on track. Key quotes were taken from each topic section and categorised into subthemes. Quotes from each group were colour coded to make it possible to identify where the groups appeared within the different subthemes for comparison. Subthemes could then be condensed into themes. The subthemes within each theme were tallied for each group using framework analysis (Barbour, 2007) (appendix 10), in order to identify how the themes compare between groups. To ensure reliability and validity of results, the

transcripts were emailed to participants who were asked if they felt that they had been represented correctly. In addition, after analysis had taken place the participants were asked if they felt that the themes adequately reflected what was covered during their focus group session. Themes supported by quotes could then be used to answer the aims and objectives of the study.

4.0 Results

Using thematic analysis of key quotes a total of seven themes have been uncovered (figure 4.1), as well as 36 subthemes, 18 themes were identified as a positive influence on nutrition label use (table 4.1), and 18 as a negative influence on nutrition label use (table 4.2). The strength of themes differs between groups, with each containing a different combination of subthemes (figure 4.2). Key quotes were also used to address the aims and objectives of the study.

4.1 Mistrust

Mistrust was the predominant theme in all groups apart from group 1, which was appeal. Participants conveyed feelings of mistrust towards food labelling, and the information that is included.

2A: I'd measure out the 30g, but is it for an adult or a child? Don't know.

4A: If we were comparing these two, yours is on a 40g portion, whereas mine's on a 30g portion. And unless you're gonna stand and do the maths, you'd never really be able to compare which one was better for you.

3C: Sometimes they are not colour coded and are in blue so then not got a clue how much is usually the right amount to have without weighing each bowl.

Group 1 in particular were aware of the effects of unclear information to them as a consumer, rather than simple mistrust of the information.

1D: They're choosing not to make it obvious to the consumer, and that is like fraud.

4.2 Appeal

Appeal was the second most common theme for all groups except for group 1, which was mistrust. Product appeal was important for all groups, with taste a large deciding factor in the choice of breakfast cereal.

4B: I think you're losing like quality the cheaper you go.

3D: Taste has to be the main reason.

2D: I don't really buy a lot of different cereal, I usually just have, buy, 'Cheerios'.

Stick to what I know I like.

Group 1 differed in the way that participants understood the importance of a breakfast cereal to have appeal.

1A: Breakfast is supposed to be like the most, one of the most important meals of the day, so it needs to be more appealing.

4.3 Priorities

The third most common theme for groups 2 and 3 was priorities. For group 4, the third most common was also priorities, in addition to knowledge and awareness, which was the third most common theme for group 1. All groups have other priorities that affect choice and prevent them from making healthy choices. However, results indicate that parents and non-parents have different priorities.

2C: It depends how much time I have to spare if I actually want to read it all or not.

3B: Too much info to get through when you are shopping.

4B: I think for me, I just wouldn't buy the cheap one. I think I'd be a bit embarrassed by it.

1D: Most people I think, if they're conscious of not getting enough of a particular vitamin in their diet will take a supplement, rather than look for it, because it's the lazy way isn't it?

4.4 Knowledge and awareness

Groups 1 and 4 had more commonly occurring themes of knowledge and awareness regarding marketing techniques than groups 2 and 3, which correlates to the higher levels of educational attainment of participants in groups 1 and 4.

1A: If that actually got changed and they used the colours on that, there's probably more of them that maybe would highlight as red on there. So that's probably why they don't do it.

4A: But they can't be perceived to be advertising for children. Is that why they do it?

Whereas groups 2 and 3 were more likely to simply provide their interpretation of the information.

2C: It sounds good if there aren't as many ingredients, but I don't actually know.

3C: I bet a normal portion we pour is well more than 30g.

4.5 Child preference

Child preference was a constant theme present in all of the groups. Even non-parent groups revealed an understanding of how children are influenced by the

labelling of breakfast cereal, both through experience and memories of childhood.

3C: If the box was 'Minion' or 'Frozen' he would pick that one regardless of what was in the box.

2C: What actually is the cereal? You know like it's in tiny letters at the bottom rice, wholegrain, oat and maize. All the kids are gonna see is 'Frozen' cereal.

4C: So they see adverts for the branded stuff and they recognise the box in the shop, and that's what they want because they've seen it on TV.

1A: If the parent asks them what cereal they want, they are more likely to be drawn to the boxes that have got characters or something on, the ones that look more appealing.

4.6 Healthy living

Healthy living is a theme that was more prominent in groups 1 and 2, the non-parent groups, who demonstrated greater interest in healthy living than did groups 3 and 4.

4B: Obviously adults are more conscious as well. Like as a child you don't think about how much sugar's in anything. Whereas as you get older, you realise that you've got to start looking at that stuff.

1D: At some point if you have a health scare, or you become fat, then you would start to analyse them.

Groups 3 and 4, the parent groups, were less likely to be affected by the nutritional content of a product.

3D: I sometimes look for sugar content but then get over ruled by (H).

4A: I'd be maybe like stood there and I'd pick it up and I'd go oh my god have you seen this? But I'd never look at it before I buy it.

4.7 Budget

Budget was a theme that occurred in all groups, in particular non-parents. However, this was the least common theme for the majority of the groups.

4B: Healthy cereals are ridiculous, in price. It puts you off eating healthy.

3B: Bit set in our ways with cereal so buy what I know we like, but do weigh up the prices.

Non-parent groups seem to justify buying an expensive cereal if they feel that they are getting something from it.

2C: I like to try things if it says new, and sounds exciting. Cause often that means they'll be on special offer.

1A: I think that they're more expensive. Children's ones. But then you get like prizes in them.

Figure 4.1 Subthemes into themes

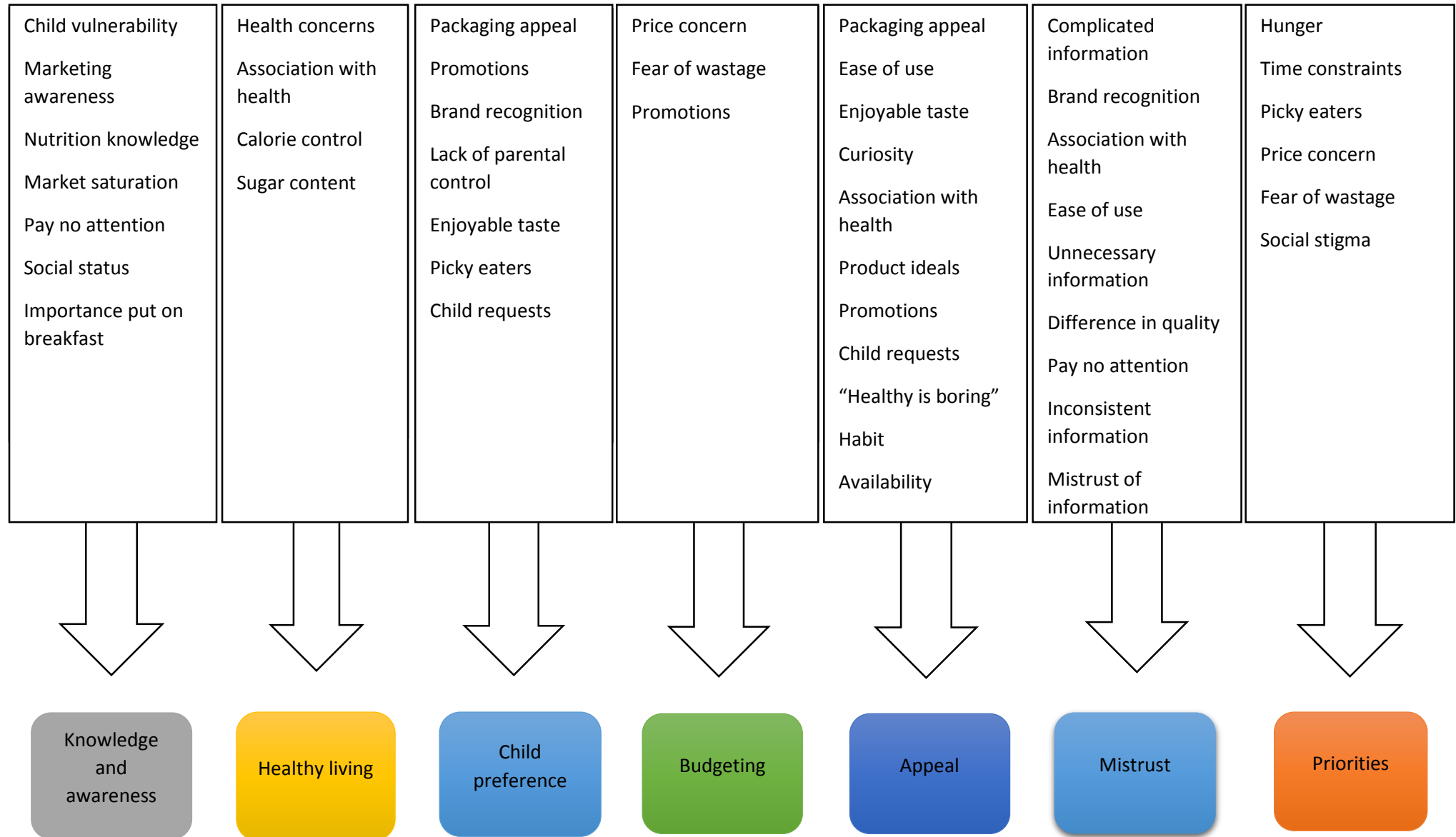


Figure 4.2 How themes differ between groups

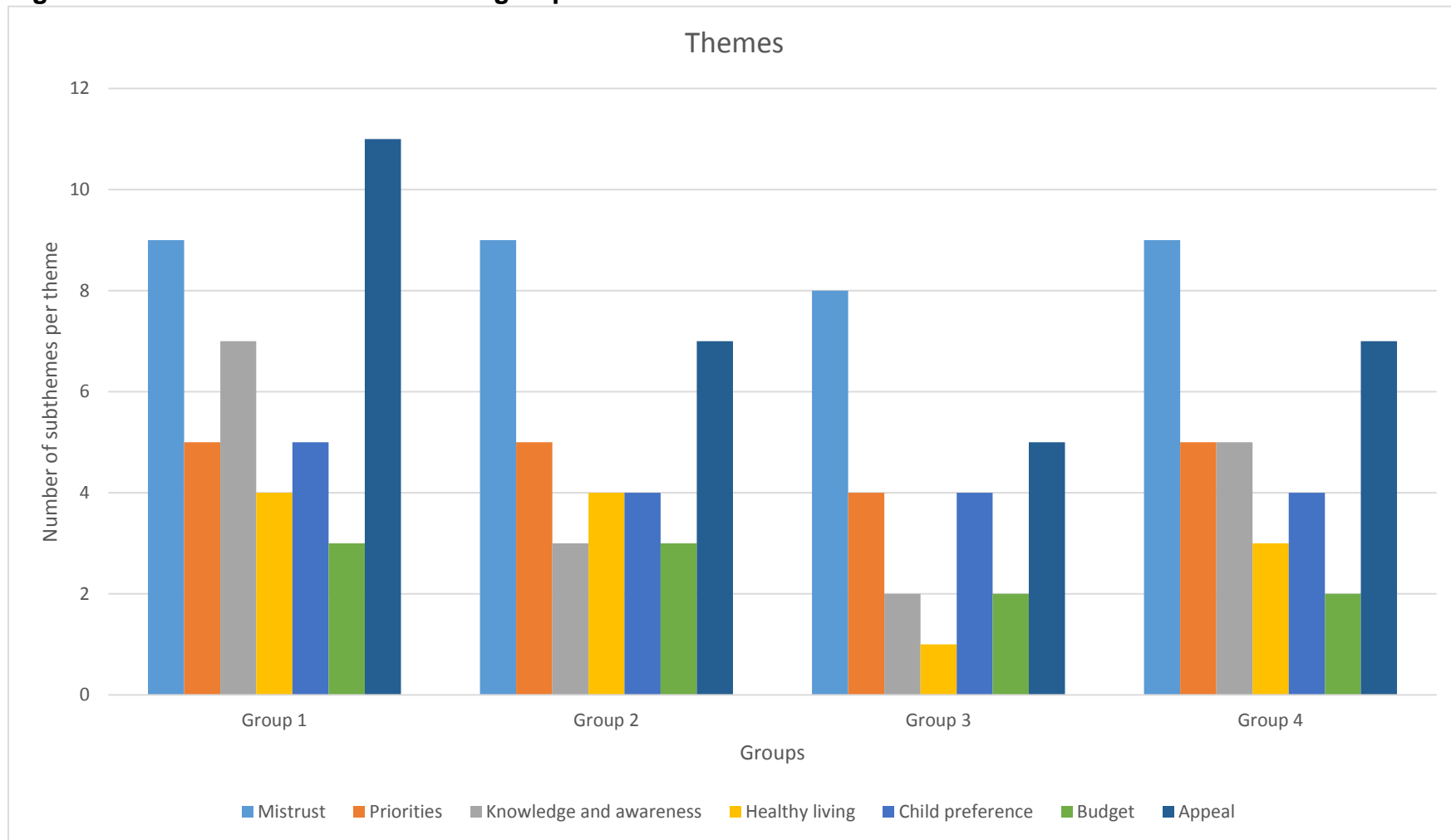


Table 4.1 Positive subthemes

Positive influences on label use
Child vulnerability
Importance put on breakfast
Health concerns
Packaging appeal
Ease of use
Availability
Marketing awareness
Curiosity
Association with health
Product ideals
Promotions
Brand recognition
Habit
Calorie control
Nutrition knowledge
Child requests
Enjoyable taste
Appealing to adults

Table 4.2 Negative subthemes

Negative influences on label use
Unnecessary information
Unclear information
“Healthy is boring”
Market saturation
Difference in quality
Price concern
Social stigma
Pay no attention
Inconsistent information
Fear of wastage
Mistrust of information
Time constraints
Social status
Lack of parental control
Sugar content
Complicated information
Hunger
Picky eaters

5.0 Discussion

There were four different types of participants in the study; parents with a higher education level, parents with a lower education level, non-parents with a higher education level and non-parents with a lower education level.

Group 1, non-parents with a higher education level, were mainly cautious of their health. They displayed some nutrition awareness, and offered suggestions for product and packaging improvement. Any participants that did not look at the nutritional information knew that they should do so.

1D: Well, this is something you have every day so that's a big, you've gotta make the right call.

1B: They try and use the positives to distract from the negatives. For instance 'Coco Pops'. Vitamin D and B vitamins and iron distract you from the fact that a 30g portion has 12% of your daily recommended allowance of sugar in it.

1D: Unless you go for an artificial sweetener.

1A: I don't look at the information. I know that I should, but I don't.

With high knowledge and awareness, group 1 demonstrated that they understand marketing techniques.

1A: If that actually got changed and they used the colours on that, there's probably more of them that maybe would highlight as red on there. So that's probably why they don't do it.

However this does not prevent them from being influenced by marketing.

Participants in group 1 were very brand loyal, and explained that they had been disappointed by own brand products in the past.

1D: I've been disappointed by own brand in the past. Like Aldi, or Tesco own brand. So I don't bother any more. They're not quite the same. A good imitation, but not quite the same.

Group 2, non-parents with a lower education level were also health conscious, but struggled to understand the nutritional information on the packaging.

2B: If I tried to understand this it wouldn't tell me anything because, 11g of sugar, what's 12%?

2A: I probably look at it a little bit more because if I'm on a diet then I'll scrutinise the, what it says. But if I was just looking at it, it wouldn't mean much.

The charting of their themes were similar to those of group 1, except that knowledge and awareness was lower, suggesting that this may be connected to education level.

Group 3, parents with a lower education level, were not very health conscious, and mostly concerned with how a product will taste, and if their child will eat it. They struggled to understand nutritional information and avoided looking at it in the supermarket, instead sticking to the brands that they know and trust.

3B: Don't really want to be doing maths when all I want is a bowl of cereal. Maths is not really a strong point.

3A: I know if it isn't branded then my child won't eat it, and the taste won't be as good.

Building on the research by Song, Halvorsen and Harley (2014) which questions what people look at when provided with an array of different

information, this study suggests that parents seem to be put off entirely by too much information.

3B: Too much info to get through when you are shopping.

3A: It's bad enough going food shopping without having to stop in an aisle and read through things.

Occurrence of the themes knowledge and awareness, and healthy living were particularly low in group 3, suggesting that there may be a possible connection between these and the characteristics of the participants.

Group 4, parents with a higher education level, were somewhat health conscious and aware that they should be making healthy choices, yet very much influenced by the requests and preferences of their children.

4A: Yeah, if it advertised that it had at least only one good thing for me I would probably buy it.

4C: I don't tend to look at that. I probably should do, but I don't. I just look at the nutrition table. Amount of fibre, and that's about it.

4C: If they're at the supermarket they pretty much get to choose what they want I guess. Cause they see it on the shelf.

This confirms the findings by Reisch et al. (2013) which suggested that there was no relationship between food knowledge, preferences and diet. This study suggests that people who are educated to a higher level generally have a better food knowledge, yet this does not affect their preferences, it only affects the level of which they are aware that they should eat a healthy diet.

Group 4 were price conscious and would sometimes choose supermarket over own brand, without the child knowing, but felt that this could sometimes sacrifice quality.

4C: Put it in a different box, its fine. It does work.

4B: I think you're losing like quality the cheaper you go.

As demonstrated in the results, all groups were highly influenced by advertising and marketing techniques, yet mistrusting of the information that was conveyed to them. The only noticeable differences between themes in the groups were that knowledge and awareness was greater in higher educated compared to lower educated groups, and healthy living was of greater importance to non-parents than to parents. However, the research suggests that lack of time is an issue for parents when it comes to making healthy decisions.

3A: I can't be doing with getting the scales out and weighing out portions!

Mornings are rushed as they are without adding things in.

4D: You'd just spend the whole day in the supermarket looking for the right cereal.

Parents are mostly influenced by the requests of their children, who are affected by advertising and branding.

3A: I ask my child as half the time if I pick I will get it wrong.

4C: If they're going with you, they see the box, and they recognise it, and that's the one they want.

3D: I sometimes look for sugar content but then get over ruled by (H).

All groups noticed that the portion size information was for an adult, and higher educated parents used other cues to determine a portion for their child, which was consistent with the findings of Wansink and Chandon (2006). However, lower educated parents simply relied on bowl size.

4B: It doesn't say anything about portion, do ya know like, anything for a child.

3D: Okay, so looking further it's for an adult so you'd have to guess for a child.

4A: I believe this is like an adult cereal. I would say the 30g was for adults. But then looking at the 'Coco Pops', because it's branded at children, I would say the 30g is for children.

3D: It's just case of how much can go in a bowl.

In line with the research by Harris, Thompson, Schwartz and Brownell (2011), parents interpret products with nutrition claims to be of a superior nutritional status.

4B: And obviously anything that they point out about like vitamin D, you think oh well that's got to be good then.

Parents are confused by the different formats of %RIs and traffic light labels and would prefer a standard system. They find traffic light labels easier to understand, but would choose a %RI labelled product with no colours over one that contained a red light, regardless of nutritional content.

3C: Sometimes they are not colour coded and are in blue so then not got a clue how much is usually the right amount to have without weighing each bowl.

4A: I'd be put off with this box because it's got a medium orange, amber one.

Whereas, this one's all in blue. So I'd think that one's worse.

This is in line with the theory of Hamlin et al. (2015), who suggested that people are affected by the presence of the label rather than the actual nutritional content. The use of qualitative data in this study allows us to build on the research by Hamlin et al. (2015) regarding food labels. Participants seem to view 'reductive' %RI systems in an 'evaluative' way, simply using colour as an evaluation tool. This seems to support the proposal by Hamlin et al. (2015) that advertising has a greater impact than food labelling. This research goes some way to explaining why advertising is so effective. Advertising is simply 'evaluative', and also very effective. For a person to approach a 'reductive' FOP label in an 'evaluative' way suggests that it is the way that we naturally analyse things, and for a nutrition label to be successful in its purpose, it should contain recommendation only rather than factual information.

5.1 Limitations

The study was conducted in its entirety by a novice researcher, from the initial literature search to designing and carrying out of focus group sessions, thematic analysis and discussion of findings. However, every effort was made to minimise bias, and participants were asked to confirm that themes reflected what was discussed in their focus group session.

A convenience sample in the North West of England was used. Therefore, it cannot be certain that if the study was replicated somewhere else, that the same results would be found. Furthermore, as data was collected from a small sample, there is a possibility that any differences between groups could be due to chance.

5.2 Recommendations for future research

This study only compared groups using education level and parent status.

There are other areas for research available such as sex of parent or age range of child. The study could be replicated on a larger scale to obtain a more representative sample.

6.0 Conclusions

For parents to make healthy choices for their children, the healthy option should be the easy option. Nutritionally 'good' cereals should not only be easy to identify, but should also be the most attractive to children, who largely manipulate the choices of their parents. This research suggests that for a FOP nutrition label to be effective it should contain marks of recommendation only, rather than presenting consumers with facts and expecting them to know what to do with them. As suggested by the participants in this study, artificial sweeteners may also be a sensible option for reformulation, in order to lower the sugar content of foods without sacrificing flavour.

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Appendix 1: Labelling guidelines

EU Nutrition Related Requirements for nutritional labelling of pre-packaged foods

Mandatory	Voluntary
Energy value (in both kJ and kcal)	One or more of the following supplementary ingredients (in grams): mono-unsaturates, polyunsaturates, polyols, starch and fibre
Amounts of fat, saturates, carbohydrate, sugars, protein and salt (not sodium) (in grams)	Declaration of vitamins and minerals (only if they are present in certain amounts)
*Percentage reference intake (%RI) for vitamins and minerals (only if vitamins and minerals are declared)	Nutrition or health claims (can only be made for significant amounts of vitamins or minerals)
The amount of a substance referred to in a health claim	Per portion nutritional information
No labelling of trans fats or cholesterol	Front of pack nutritional labelling (kJ and kcal alone or kJ and kcal plus fat, saturates, sugar and salt), per 100g/ml or 100g/ml plus per portion
Nutrition information per 100g/ml	
Number of portions per package	
Portion size	

*Reference intakes represent the key nutrients and amount of energy to be consumed per day in order to sustain a healthy diet. These values are based on an average sized woman performing an average amount of physical activity.

Front of package labelling EU guidance

Mandatory	Voluntary
Energy value in kJ and kcal alone or combined with amounts (in grams) of fat, saturates, sugars and salt	Amounts of four nutrients per portion and/or consumption unit (only when information is provided per 100g/ml and per consumption unit and/or portion)
Information per 100g/ml or 100g/ml plus per portion and/or per consumption unit	

Department of Health front of package labelling guidance

Mandatory	Voluntary
Energy value (in kJ and kcal) per 100g/ml and per specified portion	Descriptors 'high', 'medium' and 'low' in combination with the corresponding colours red, amber and green
Information (in grams) of fat, total saturates, sugars and salt per specified portion	
Portion size that is easily understood	
Percentage reference intake (%RI) of amount of each nutrient and energy value in a portion	
Colour coding of nutrient content of the food	

Traffic light criteria for 100g of food

	Low	Medium	High	
Fat	≤3g/100g	>3g and ≤17.5g/100g	>17.5g/100g	>21g/portion*
Saturates	≤1.5g/100g	>1.5g and ≤5g/100g	>5g/100g	>6g/portion*
Sugars	≤5g/100g	>5g and ≤22.5g/100g	>22.5g/100g	>27g/portion*
Salt	≤0.3g/100g	>0.3g and ≤1.5g/100g	>1.5g/100g	>1.8g/portion*

*Only refers to portion sizes greater than 100g

Appendix 2: Focus group session guide

Introduction:

Hello and welcome to this focus group session, thank you for taking your time to be here today. Being the parent of a child who is between the age of 4 and 11, who eats breakfast cereal, you all have something in common, and I have invited you here today to express your opinions about breakfast cereals, and the information that is displayed on their packaging. This is to help us to gather a better idea about how people view this information, and how they use it.

My name is Claire, a Master's student at the University of Chester, and I will be leading the session today. Today's session shouldn't go on for any longer than an hour and I will be asking you about a range of topics. Feel free to discuss between yourselves, but one at a time please. Let me also remind you that the session will be audio recorded, but any comments made in this room will remain anonymous and confidential. There are no right or wrong answers, so feel free to say anything that comes to mind.

If you need to use the toilet facilities at any time these are (location), and the emergency exits are located (location). Let me also remind you that you can still withdraw from this study if you wish.

Before we start let's go around the room and introduce ourselves. I have also provided you with pens and stickers so that you can all make yourselves a name badge.

Topic guide:

1. Making a choice
2. Opinions of packaging layout
3. Understanding of information
4. Ingredients lists
5. Brand loyalty
6. Health messages
7. Advertising to children
8. Portion size

De-brief:

- Briefly go over main topics that were discussed

- Ask participants if they have any questions
- Remind participants of their right to withdraw and to access data about themselves
- Thank participants for their time, provide vouchers as promised and wish participants a safe journey home

Appendix 3: Packaging used during focus group sessions



Kellogg's
We don't make cereals for anyone else

OUR RECIPE
INGREDIENTS: Maize, Sugar, **Barley** Malt Flavouring, Salt.
Vitamins & Minerals: Calcium Carbonate, Niacin, Iron, Vitamin B₂, Vitamin B₃ (Riboflavin), Vitamin B₅ (Thiamin), Folic Acid, Vitamin D, Vitamin B₁₂.
For allergens see ingredients highlighted in bold. May contain traces of Peanut.

16 Yummy 30g Servings!
This pack is sold by weight not volume; settling of contents may occur during transit.

OUR NUTRITIONAL INFORMATION

	Typical value per 100g	Per 30g serving
ENERGY	1594 kJ 375 kcal	478 kJ 113 kcal
FAT	0.6 g	0.2 g
of which saturates	0.1 g	0.03 g
CARBOHYDRATE	87 g	26 g
of which sugars	37 g	11 g
FIBRE	2 g	0.6 g
PROTEIN	4.5 g	1.4 g
SALT	0.83 g	0.25 g
VITAMINS:		
VITAMIN D	4.2 µg (83)	1.3 µg (25)
THIAMIN (B1)	0.91 mg (83)	0.28 mg (25)
RIBOFLAVIN (B2)	1.2 mg (83)	0.35 mg (25)
NIACIN	13.3 mg (83)	4.0 mg (25)
VITAMIN B6	1.2 mg (83)	0.35 mg (25)
FOLIC ACID	166 µg (83)	50.0 µg (25)
VITAMIN B12	2.1 µg (83)	0.63 µg (25)
MINERALS:		
CALCIUM	456 mg (57)	136 mg (17)
IRON	8.0 mg (57)	2.4 mg (17)

(%NRV) = % Nutrient Reference Value.

REFERENCE INTAKES (RIs) EXPLAINED
This is the amount of energy in one bowl.
This is the percentage of your daily energy allowance that one bowl will provide.
The RIs shown are based on official recommendations and are a guide not a target.
*Reference intake of an average adult (8400kJ/2000kcal)

OUR PROMISE TO YOU
We pride ourselves on bringing you our very best in every bowl, that's why we don't make cereal for anyone else.
If you have any comments or queries we would love to hear from you:
BY PHONE: UK: 0800 626066 ROI: 1800 626066 (9am to 5pm Monday to Friday)
BY E-MAIL: www.kelloggsconsumercare.co.uk
www.kelloggsconsumercare.ie
BY POST: Kellogg's Consumer Services, P.O. Box 356, Warrington WA4 6XY
Kellogg's Consumer Services, P.O. Box 11483, Dublin 6W
www.kelloggs.co.uk • www.kelloggs.ie

Help us do our bit for the environment
BOX - CARD widely recycled
The cereal bag is made from a plastic called HDPE and is recycled in some places.

By appointment to HM The Queen
Purveyors of Cereals Kellogg Marketing and Sales Company (UK) Limited.

Tony the Tiger®
© 2015 Kellogg Company,
© Kellogg Company
Kellogg Marketing and Sales Company (UK) Limited,
Manchester M16 0PU

Kellogg's
We don't make cereals for anyone else

It all begins with sunshine & grains

Did you know, every Kellogg's Frosties flake starts as a *grain* of corn, grown in a farmer's field where it's nice and *sunny*?

Then it takes just a few simple steps to get to your *bowl*.

www.kelloggs.co.uk
www.kelloggs.ie

5 000127 153998 >

NAFDAC REG. No. 01-6896

QUALITY CODES
BEST BEFORE
03 05 16
09 05:09 HC

It all begins with sunshine & grains

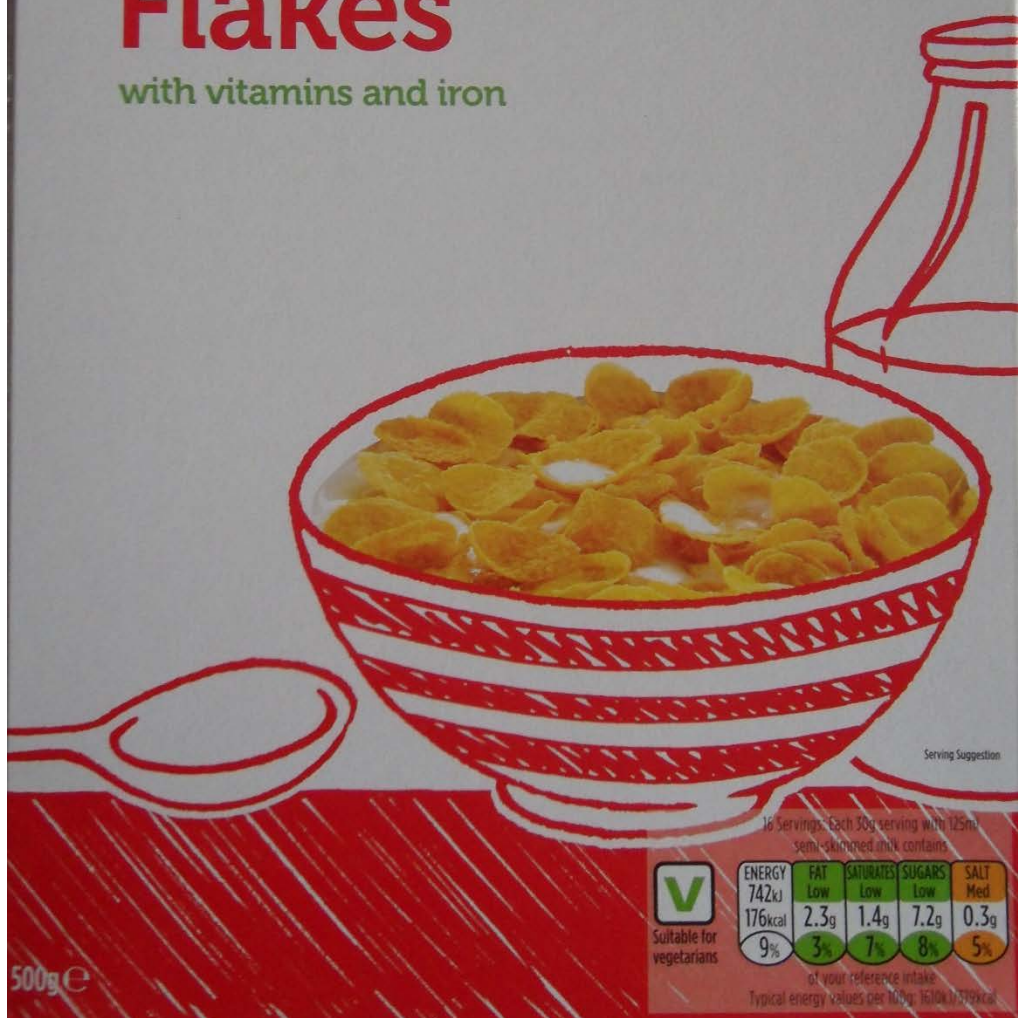
STORE IN A DRY PLACE
TO OPEN: SLIDE FINGER UNDER TAB AND BREAK SEAL TO LEFT AND RIGHT

SUGAR FROSTED FLAKES OF CORN
500g e

ASDA
Smart Price

Corn Flakes

with vitamins and iron



Serving Suggestion

16 Servings. Each 30g serving with 125ml semi-skimmed milk contains

V Suitable for vegetarians	ENERGY 742kJ 176kcal 9%	FAT Low 2.3g 3%	SATURATES Low 1.4g 7%	SUGARS Low 7.2g 8%	SALT Med 0.3g 5%
--------------------------------------	---	---------------------------------	---------------------------------------	------------------------------------	----------------------------------

of your reference intake
Typical energy values per 100g: 1610kJ/379kcal

500g e

Corn flakes fortified with niacin (B3), pantothenic acid (B5), vitamin B6, riboflavin (B2), thiamin (B1), folic acid (B9), vitamin D, vitamin B12 and iron

STORAGE

Store in a cool, dry place. Once opened, store in an airtight container.

TRY ME, LOVE ME

We'll refund and replace if you are not 100% happy


phone us on: 0800 952 0101 or visit our website & shop online: www.asda.com

When calling or writing please quote the code 'MHH' and the date from the Best Before box.

Produced in Germany for Asda Stores Limited, Leeds LS11 5AD

PACK INFO

recyclenow.com

 **CARTON** CARD widely recycled

 **BAG** PLASTIC not currently recycled

500g e



INGREDIENTS

Maize (94%), Sugar, **Malted Barley Extract**, Salt, Emulsifier (Lecithins), Vitamin and Mineral Mix [Niacin (B3), Pantothenic Acid (B5), Vitamin B6, Riboflavin (B2), Thiamin (B1), Folic Acid (B9), Vitamin D, Vitamin B12, Iron].

Allergy Advice! for allergens, including cereals containing gluten, see ingredients in bold. May also contain traces of nuts or peanuts. Not suitable for milk or soya allergy sufferers. NO ARTIFICIAL COLOURS, FLAVOURS OR HYDROGENATED FAT.

As a guide, we recommend this product provides:

NUTRITION

16 servings

Typical values	Per 100g	Per 30g serving with 125ml semi-skimmed milk	Reference Intake
Energy	1610kJ 379kcal	742kJ 176kcal	8400kJ 2000kcal
Fat	0.3g	2.3g	70g
of which saturates	0.1g	1.4g	20g
Carbohydrate	85.1g	31.5g	260g
of which sugars	3.9g	7.2g	90g
Fibre	3.3g	1.0g	24g
Protein	7.4g	6.7g	50g
Salt	0.7g	0.3g	6g
Vitamins & minerals	%RI	%RI	
Vitamin D	4.2µg	84%	1.3µg 26%
Thiamin (B1)	0.9mg	82%	0.3mg 27%
Riboflavin (B2)	1.2mg	86%	0.6mg 43%
Niacin	13.6mg	86%	4.1mg 26%
Vitamin B6	1.2mg	86%	0.4mg 29%
Folic Acid	170µg	85%	56.6µg 28%
Vitamin B12	2.1µg	84%	1.2µg 48%
Pantothenic Acid	5.1mg	85%	2.0mg 33%
Iron	11.9mg	85%	3.4mg 24%

This pack contains approximately 16 servings of 30g. RI means Reference Intake.

Asda Corn Flakes are packed by weight, not volume. Some settling of contents may occur.

ASP1409455



Fuel your day...

Baked with Golden Syrup

Weetabix
packed with
Wholegrain
and baked with
Golden Syrup

+

Fresh Milk

=

Fuel your day...

Giving you the energy you need to take on the day!

Join us on www.facebook.com/Weetabix.UK Follow us on [@Weetabix](https://twitter.com/Weetabix)

Wholegrain Wheat Cereal with Golden Syrup Fortified with Vitamins & Iron. 24 Biscuits		Nutrition: Typical Average Values		*Vitamins & Iron			
Ingredients		Per 100g	Per 2 biscuit serving	Per 100g	Per 2 biscuit serving	%RI* per 100g	
Wheat (94%), Sugar, Golden Syrup (Partially Inverted Sugar Syrup) (3%), Flavourings, Salt, Niacin, Iron, Thiamin (B1), Riboflavin (B2), Folic Acid.	Energy 1530kJ/ 362kcal	666kJ/ 157kcal	1.9g 0.8g	0.90mg 1.2mg	0.39mg 0.52mg	82% 86%	Thiamin (B1)
	1.9g 0.4g	0.8g 0.2g	14mg 170µg	6.1mg 74µg	88% 85%	88% 86%	Riboflavin (B2)
	72g 15g	31g 6.5g	12mg 5.2mg				Folic Acid
	8.2g 10g	3.6g 4.4g					Iron
	0.23g 0.10g	0.10g					

Ingredients

Wheat (94%), Sugar, Golden Syrup (Partially Inverted Sugar Syrup) (3%), Flavourings, Salt, Niacin, Iron, Thiamin (B1), Riboflavin (B2), Folic Acid.

Allergy Advice

For allergens including cereals containing gluten, see ingredients in **bold**.

For Best Before, see bottom flap.

Nutrition: Typical Average Values

	Per 100g	Per 2 biscuit serving
Energy	1530kJ / 362kcal	666kJ / 157kcal
Fat	1.9g	0.8g
of which saturates	0.4g	0.2g
Carbohydrates	72g	31g
of which sugars	15g	6.5g
Fibre	8.2g	3.6g
Protein	10g	4.4g
Salt	0.23g	0.10g

*Weetabix Golden Syrup is two thirds carbohydrate which provides energy to the body as part of a healthy diet and lifestyle.

***Vitamins & Iron**

	Per 100g	Per 2 biscuit serving	%RI* per 100g
Thiamin (B1)	0.90mg	0.39mg	82%
Riboflavin (B2)	1.2mg	0.52mg	86%
Niacin	14mg	6.1mg	88%
Folic Acid	170µg	74µg	85%
Iron	12mg	5.2mg	86%

*RI - Reference Intake of an average adult (8400kJ / 2000kcal)

This pack contains twelve 2-biscuit servings.

By Appointment to Her Majesty The Queen
Manufacturers of Breakfast Cereals
Weetabix Limited
Burton Latimer

We'd love to hear what you think of Weetabix Golden Syrup. Please contact us:
[via our website at www.weetabix.co.uk/contact](https://www.weetabix.co.uk/contact)
 Weetabix Limited, Freepost K20016, PO BOX 5, Burton Latimer, Kettering, NN15 5BR (UK only)
 Weetabix Limited, PO BOX 5, Burton Latimer, Kettering, NN15 5BR, UK. (rest of the world)

We want you to enjoy Weetabix in perfect condition. If you are not totally satisfied, please return them with this panel showing the 'Best Before' date to the address detailed.

multigrain hooplas

by Sainsbury's



HIGH FIBRE

Per 30g serving (without milk) provides:

ENERGY	FAT	SATURATED	SUGARS	SALT
489kJ 116kcal	1.4g	0.2g	5.8g	0.20g
6%	2%	1%	6%	3%

% of the Reference Intakes

Typical values per 100g: Energy 1630kJ/386kcal
RI = Reference Intakes of an average adult (8400kJ/2000kcal)

serving suggestion

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Illustrations © Nick Sharratt
LOOK OUT FOR OUR JAMES PATTERSON OFFER.

V Multigrain hoops
with a sugar coating
fortified with
vitamins and iron

375g e

12
SERVINGS

For best before: see top of pack.
Store in a cool, dry place away from strong light.

Nutrition

Typical values	per 100g (without milk)	per 30g serving (without milk)	per 30g serving (with 125ml of semi- skimmed milk)	% adult RI per 30g serving (without milk)
Energy kJ	1630	489	744	
Energy kcal	386	116	176	6%
Fat	4.5g	1.4g	3.4g	2%
of which saturates	0.7g	0.2g	1.6g	1%
Carbohydrate	73.7g	22.1g	28.5g	9%
of which				
- sugars	19.3g	5.8g	11.6g	6%
- starch	54.4g	16.3g	16.9g	-
Fibre	6.5g	2.0g	2.0g	-
Protein	9.0g	2.7g	7.1g	5%
Salt	0.68g	0.20g	0.38g	3%

Vitamins and Minerals (calculated without milk)

	per 100g	per 30g serving	% NRV 100g
Vitamin B1 (Thiamin)	0.9 mg	0.3 mg	85%
Vitamin B2 (Riboflavin)	1.2 mg	0.4 mg	86%
Niacin	14 mg	4.2 mg	88%
Vitamin B6	1.2 mg	0.4 mg	86%
Folic Acid	170 µg	51 µg	85%
Vitamin B12	2.1 µg	0.6 µg	84%
Pantothenic Acid	5.1 mg	1.5 mg	85%
Iron	12 mg	3.6 mg	86%

For information on Reference Intakes go online to
www.sainsburys.co.uk/FoodLabels
NRV = Nutrient Reference Value

Our ingredients
Cereal Flours (75%) (Wholegrain Oat Flour, Barley Flour, Wholegrain Wheat Flour, Maize Flour, Rice Flour), Sugar, Wheat Starch, Calcium Carbonate, Caramelised Sugar Syrup, Salt, Colours (Paprika Extract, Carotenes), Niacin, Iron, Pantothenic Acid, Vitamin B1 (Thiamin), Vitamin B2 (Riboflavin), Vitamin B6, Folic Acid, Vitamin B12.

Allergy advice
For allergens, including cereals containing gluten, see ingredients in **bold**. Also, not suitable for customers with an allergy to milk due to manufacturing methods.

The colourings used in this product are sourced from natural sources

Recycling recyclenow.com

BOX - CARD
widely recycled

BAG - PLASTIC
Recycle with carrier bags at larger stores. Not at kerbside

Source
BOX - CARD 90% recycled content

Try me! We're sure you'll love this product. If you don't, simply return for a full refund.
Or, call our careline 0800 636262.
Your statutory rights are not affected.
Produced in the UK for
Sainsbury's Supermarkets Ltd, London EC1N 2HT.

Want to find out more?
sainsburys.co.uk

Kellogg's®

Vitamin D
Βιταμίνη D
فيتامين د



With Wholegrain
Με Δημητριακά
Ολικής Άλεσης
مع حبوب كاملة



From the movie
Disney
FROZEN

WITH RICE, WHOLEGRAIN OAT & MAIZE
ΜΕ ΡΥΖΙ, ΒΡΩΜΗ ΟΛΙΚΗΣ ΑΛΕΣΕΩΣ & ΚΑΛΑΜΠΟΚΙ
أشكال من حبوب الأرز والشوفان الكامل والذرة

لكل ٣٠ جرام
Avg Mepda /
Per Portion (30g)

481kJ
114kcal

6%

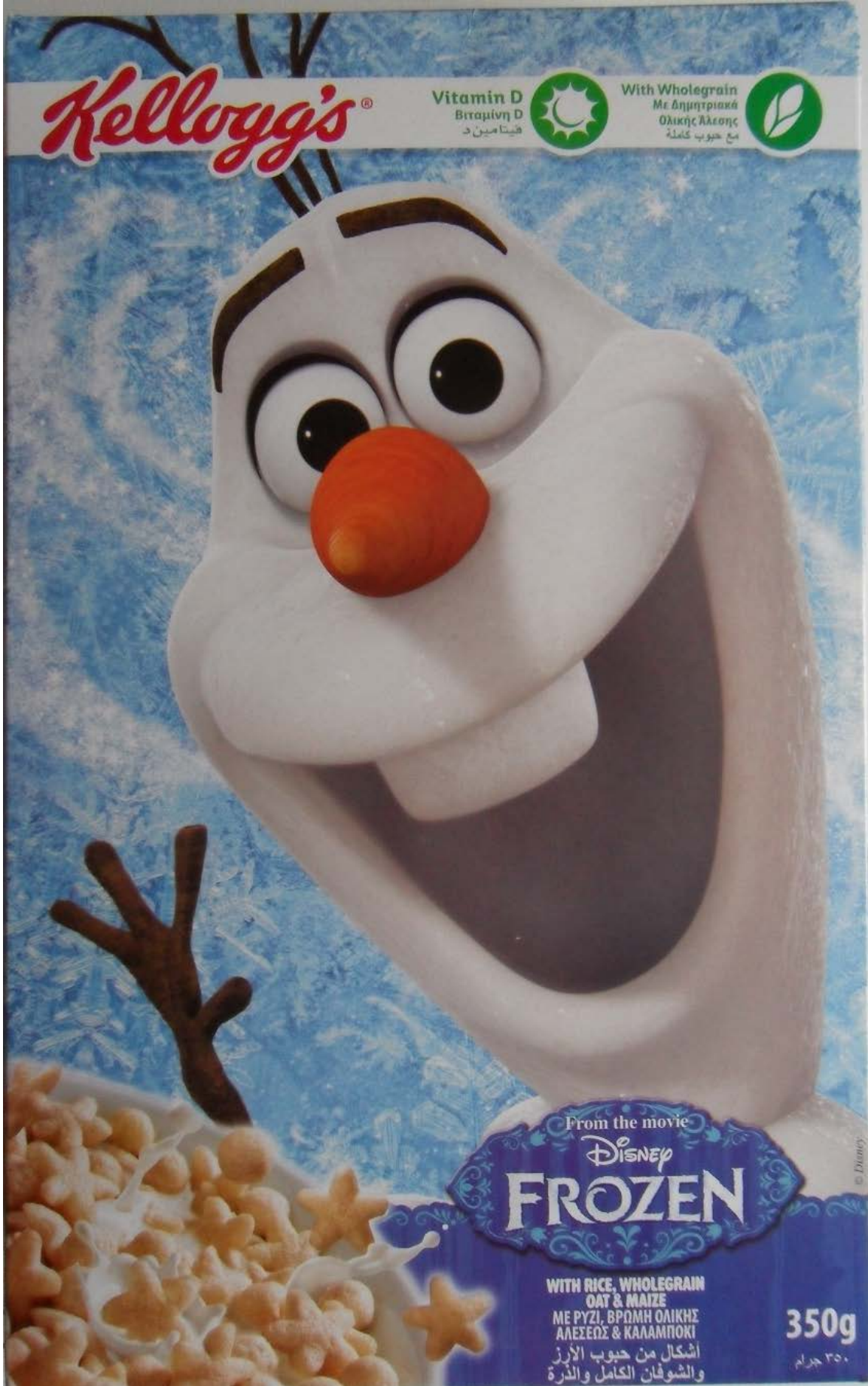
لكل ١٠٠ جرام
Avg / Per 100g
1602kJ / 379kcal

Kellogg's®

Vitamin D
Βιταμίνη D
فيتامين د



With Wholegrain
Με Δημητριακά
Ολικής Άλεσης
مع حبوب كاملة



From the movie
Disney
FROZEN

WITH RICE, WHOLEGRAIN
OAT & MAIZE
ΜΕ ΡΥΖΙ, ΒΡΩΜΗ ΟΛΙΚΗΣ
ΑΛΕΣΕΩΣ & ΚΑΛΑΜΠΟΚΙ
أشكال من حبوب الأرز
والشوفان الكامل والذرة

350g

٣٥٠ جرام

OUR RECIPE · Η ΣΥΝΤΑΓΗ ΜΑΣ

UK: INGREDIENTS: Cereal Flours (Rice, **Oat**(26%), Maize), Sugar, Inulin, Salt, Flavouring, Antioxidant (Ascorbyl Palmitate, Alpha Tocopherol).

Vitamins & Minerals: Calcium Carbonate, Niacin, Iron, Vitamin B6, Vitamin B2 (Riboflavin), Vitamin B1 (Thiamin), Folic Acid, Vitamin D, Vitamin B12.

For allergens see ingredients highlighted in bold.
May Contain Gluten from other cereals.

GR: ΣΥΣΤΑΤΙΚΑ: Αλευρα Δημητριακών (Ρύζι, **Βρώμη**(26%), Καλαμπόκι), Ζάχαρη, Ινουλίνη, Αλάτι, Αρώμα, Αντιοξειδωτικό (Παλμιτικό Ασκορβόλιο, Άλφα Τοκοφερόλη).

Βιταμίνες & Μέταλλα: Ανθρακικό Ασβέστιο, Νιασίνη, Σίδηρος, Βιταμίνη Β6, Ριβοφλαβίνη (Βιταμίνη Β2), Θειαμίνη (Βιταμίνη Β1), Φυλλικό Οξύ, Βιταμίνη D, Βιταμίνη Β12.

Οι αλλεργιογόνες ουσίες επισημαίνονται με έντονους χαρακτήρες.

Ενδέχεται να περιέχει γλουτένη από άλλα δημητριακά.

11 x **30g** Yummy Servings!

OUR NUTRITIONAL INFORMATION ΠΛΗΡΟΦΟΡΙΕΣ ΔΙΑΤΡΟΦΗΣ

○ Typical value per 100g/
Τυπική Αξία ανά 100g

○ Per 30g serving/
Ανά μερίδα 30g

Energy/Ενέργεια	1602kJ/379kcal	481kJ/114kcal
Fat/Λίπη of which saturates/ εκ των οποίων κορεσμένα	2.5g 0.5g	0.8g 0.2g
Carbohydrate/Υδατάνθρακες of which sugars/ εκ των οποίων σάκχαρα	77g 21g	23g 6.3g
Fibre/Ψυτικές Ύλες	8g	2.4g
Protein/Πρωτεΐνες	8g	2.4g
Salt/Αλάτι	0.38g	0.11g
Vitamins/Βιταμίνες:	(%NRV/ΔΤΑ)	(%NRV/ΔΤΑ)
Vitamin D/Βιταμίνη D	4.2µg (83)	1.3µg (25)
Thiamin (B1)/Θειαμίνη (B1)	0.91mg (83)	0.28mg (25)
Riboflavin (B2)/Ριβοφλαβίνη (B2)	1.2mg (83)	0.35mg (25)
Niacin/Νιασίνη	13.3mg (83)	4.0mg (25)
Vitamin B6/Βιταμίνη Β6	1.2mg (83)	0.35mg (25)
Folic Acid/Φυλλικό Οξύ	166µg (83)	50.0µg (25)
Vitamin B12/Βιταμίνη Β12	2.1µg (83)	0.63µg (25)
Minerals/Μέταλλα:	(%NRV/ΔΤΑ)	(%NRV/ΔΤΑ)
Calcium/Ασβέστιο	456mg (57)	136mg (17)
Iron/Σίδηρος	8.0mg (57)	2.4mg (17)

(%NRV)= % Nutrient Reference Value/

(%ΔΤΑ) = % Διατροφικές Τιμές Αναφοράς

REFERENCE INTAKES (RIs) EXPLAINED ΠΩΣ ΔΙΑΒΑΖΕΤΑΙ Η ΠΡΟΣΛΑΜΒΑΝΟΜΕΝΗ ΠΟΣΟΤΗΤΑ ΑΝΑΦΟΡΑΣ (ΠΠΑ)

481kJ
114kcal
6%

This is the amount of energy in one bowl /
Ποσότητα ενέργειας σε ένα μπολ

This is the percentage of your daily energy
allowance that one bowl will provide /

Ποσοστό ημερήσιας πρόσληψης ενέργειας που
καλύπτει ένα μπολ

The RIs shown are based on official recommendations and are a guide not a target / Η ΠΠΑ, βασισμένη σε επίσημες συστάσεις, είναι ένας οδηγός και δεν αποτελεί στόχο.

*Reference intake of an average adult/Προσλαμβανόμενη Ποσότητα Αναφοράς ενός μέσου ενήλικα (8400kJ/2000kcal)

SWEETENED VANILLA FLAVOUR RICE, WHOLEGRAIN OAT & MAIZE CEREAL SHAPES.

ΔΗΜΗΤΡΙΑΚΑ ΜΕ ΡΥΖΙ, ΒΡΩΜΗ ΟΛΙΚΗΣ ΑΛΕΣΕΩΣ & ΚΑΛΑΜΠΟΚΙ ΜΕ ΓΕΥΣΗ ΒΑΝΙΛΙΑ & ΖΑΧΑΡΗ.
Αرز محلي بنكهة الفانيليا، حبوب فطور الشوفان والذرة الكاملة.

TO OPEN: SLIDE FINGER UNDER TAB AND BREAK SEAL TO LEFT AND RIGHT ANOΙΓΕΤΕ ΤΟΠΟΘΕΤΟΝΤΑΣ ΤΗ ΓΛΩΣΣΑ ΤΟΥ ΚΟΥΤΙΟΥ ΣΤΗΝ ΕΓΚΟΠΗ

TO CLOSE: INSERT TAB ΚΛΕΙΣΤΕ ΤΟΠΟΘΕΤΟΝΤΑΣ ΤΗ ΓΛΩΣΣΑ ΤΟΥ ΚΟΥΤΙΟΥ ΣΤΗΝ ΕΓΚΟΠΗ

STORE IN A DRY PLACE
ΦΥΛΑΞΤΕ ΤΟ ΠΡΟΪΟΝ ΣΕ ΞΗΡΟ ΜΕΡΟΣ



350g e

الوزن الصافي ٣٥٠ جرام

BOX - CARD widely recycled
Ανακυκλωμένη Συσκευασία

PRODUCED ON (DAY/MONTH/YEAR):
ΗΜΕΡΟΜΗΝΙΑ ΠΑΡΑΓΟΓΗΣ (Ημέρα/Μήνας/Έτος):
تاريخ الإنتاج (اليوم/الشهر/السنة):

29 05 2015 20 16 00 27

Kellogg's

BEST BEFORE (DAY/MONTH/YEAR):
ΑΝΑΛΩΣΗ ΚΑΤΑ ΠΡΟΤΙΜΗΣΗ ΠΡΙΝ ΑΠΟ (Ημέρα/Μήνας/Έτος):
لاستهلاك قبل (اليوم/الشهر/السنة):

29 05 2016 20 17 00 28

Kellogg's®

Vitamin D



With Wholegrain



NEW

**COCO
POPS**

mini
CROCS



What will yours say?



FREE PERSONALISED SPOON**

Per Portion (30g)

478kJ 113kcal	Fat 0.8g	Saturates 0.3g	Sugars 7.8g	Salt 0.14g
6%	1%	2%	9%	2%

Per 100g: 1594kJ / 377kcal

WHAT WILL YOURS SAY?

**Further purchases and internet access required. Claim by 30th September 2015. See kelloggs.co.uk/spoons or kelloggs.ie/spoons for full details and Ts & Cs. 16+

350g

*Contains a 15% of the nutrient reference value of Vitamin D. Vitamin D contributes to the maintenance of bones. Enjoy as part of a varied and balanced diet and a healthy lifestyle.

Kellogg's

Vitamin D
Important for
healthy bones*



With Wholegrain
Contains all 3
parts of the grain



START

1. The story of our
NEW Mini Crocs
began the day...



2. ... when Croc tried
to steal our **Coco Pops**



3. Luckily Coco
spotted him first ...



5. Croc was shrunk down
and fell into a bowl



4. ...and pointed his
NEW Magic Shrinker
at Croc



6. ... and to celebrate
we invented
NEW Mini Crocs!



FREE PERSONALISED SPOON

YOUR FAVOURITE CEREAL & YOUR FAVOURITE SPOON

Make breakfast time even better with a Kellogg's spoon, personalised with your name or a special message. Here's how:

ONE

Buy three packs of Kellogg's cereal and collect the unique codes printed inside

TWO

Enter the pack codes online at www.kelloggs.co.uk/spoons or www.kelloggs.ie/spoons
Claim by 30th September 2015

THREE

Personalise your spoon with your message and favourite Kellogg's character

FOUR

We'll deliver your personalised spoon! Please allow up to 90 days for delivery

WHAT WILL YOURS SAY?

www.kelloggs.co.uk/spoons or www.kelloggs.ie/spoons



Terms and Conditions

Residents of UK and ROI, 16+ only. Purchase 3 special promotional Kellogg's packs, visit www.kelloggs.co.uk/spoons or www.kelloggs.ie/spoons and submit 3 unique pack codes to receive your free Kellogg's personalised spoon (either Kids or Adults size). Promotion valid from 01/01/2015 until 30/09/2015. Please allow up to 90 days for delivery. Internet access required. While stocks last. For full T&Cs and participating products, see www.kelloggs.co.uk/spoons or www.kelloggs.ie/spoons. Promoter: Kellogg Europe Trading Limited.



Chocolate Flavoured Wheat.
Wholewheat and Rice
Cereal Shapes.

TO OPEN: SLIDE FINGER UNDER TAB
AND BREAK SEAL TO LEFT AND RIGHT

STORE IN A COOL DRY PLACE

Kellogg's

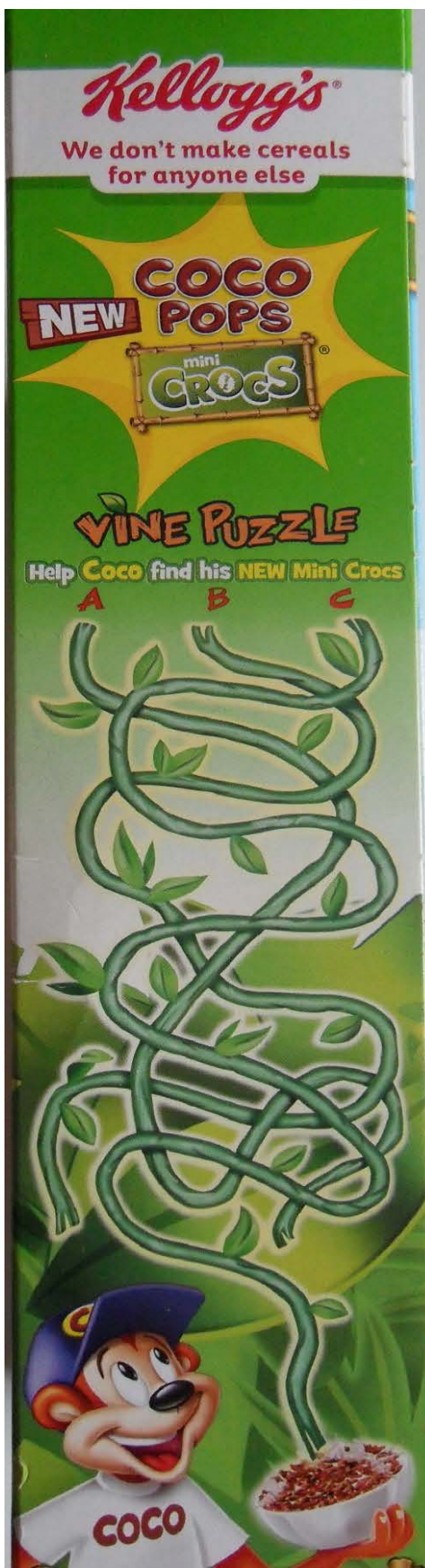
NEW COCO POPS
mini
CROCS



350ge

QUALITY CODES BEST BEFORE

24 08 2015 L 22:20
05 BR



Kellogg's®
We don't make cereals for anyone else

OUR RECIPE

INGREDIENTS: Cereal Flours (**Wheat, Wholewheat** (27%), Rice), Sugar, Glucose Syrup, Fat Reduced Cocoa Powder, Chocolate (3%) (Sugar, Cocoa Mass), **Oat** Fibre, Flavouring, Salt, Potassium Chloride, Antioxidant (Ascorbyl Palmitate, Alpha Tocopherol).

Vitamins & Minerals: Calcium Carbonate, Niacin, Iron, Vitamin B₆, Vitamin B₂ (Riboflavin), Vitamin B₁ (Thiamin), Folic Acid, Vitamin D, Vitamin B₁₂.

For allergens see ingredients highlighted in bold

11 Yummy 30g Servings!

This pack is sold by weight not volume, settling of contents may occur during transit.

478kJ 113kcal 6%*

REFERENCE INTAKES (RIs) EXPLAINED

This is the amount of energy in one bowl.

This is the percentage of your daily energy allowance that one bowl will provide.

The RIs shown are based on official recommendations and are a guide not a target

*Reference intake of an average adult (8400kJ/2000kcal).

OUR NUTRITIONAL INFORMATION

☐ Typical value per 100g ☐ Per 30g serving

	1594 kJ 377 kcal	478 kJ 113 kcal
ENERGY	1594 kJ 377 kcal	478 kJ 113 kcal
FAT	2.5 g	0.8 g
of which saturates	1 g	0.3 g
CARBOHYDRATE	76 g	23 g
of which sugars	26 g	7.8 g
FIBRE	7 g	2.1 g
PROTEIN	9 g	2.7 g
SALT	0.45 g	0.14 g
VITAMINS:	(% NRV)	(% NRV)
VITAMIN D	4.2 µg (83)	1.3 µg (25)
THIAMIN (B ₁)	0.91 mg (83)	0.28 mg (25)
RIBOFLAVIN (B ₂)	1.2 mg (83)	0.35 mg (25)
NIACIN	13 mg (83)	4.0 mg (25)
VITAMIN B ₆	1.2 mg (83)	0.35 mg (25)
FOLIC ACID	166 µg (83)	50.0 µg (25)
VITAMIN B ₁₂	2.1 µg (83)	0.63 µg (25)
MINERALS:		
CALCIUM	456 mg (57)	136 mg (17)
IRON	8.0 mg (57)	2.4 mg (17)

(%) = % Nutrient Reference Value.

OUR PROMISE TO YOU

We pride ourselves on bringing you our very best in every bowl, that's why we don't make for anyone else. If you have any comments or queries we would love to hear from you:

BY PHONE: UK: 0800 626066 POL: 1800 626066

Nestlé®

Whole Grain
Guaranteed



Per portion 30g

Energy	Fat	Saturates	Sugars	Salt
515kJ 120kcal	2.3g	0.4g	1.4g	0.23g
6%	3%	2%	2%	4%

of an adult's RI*

Per 100g: 1684kJ/399kcal

**LOW
SUGAR**
Oat
Cheerios®
tasty & **crunchy**



10
SERVINGS

Nestlé
CEREALS



For good
nutrition
...look for the
**green
banner®!**

Nestlé

**LOW
SUGAR**
Oat
Cheerios

**✓ LOW
SUGAR**

**HIGH
FIBRE ✓**

**✓ GREAT
TASTE**



Cereal Partners
Nestlé & General
Mills

Nestlé
CEREALS



RI - Reference Intake for Adults*

	Reference Intake	A 30g Serving Provides	% RIs
Energy	2000 kcal	505 kJ 120 kcal	6%
Fat	70 g	2.3 g	3%
Saturates	20 g	0.4 g	2%
Sugars	90 g	1.4 g	2%
Salt	6 g	0.23 g	4%

*Reference Intake of an average adult
(8400kJ/2000kcal).

Nestlé

**LOW
SUGAR**
Oat
Cheerios

**✓ LOW
SUGAR**

**HIGH
FIBRE ✓**

**✓ GREAT
TASTE**

✓ Whole Grain
✓ Low Sugar
✓ High Fibre

LOW SUGAR OAT CHEERIOS!

HEY MUMS AND DADS
WE LOVE THESE DELICIOUS Os
MADE WITH TASTY OATS, AND
THEY'RE LOW SUGAR TOO!

YOU'LL FIND THAT LOW SUGAR OAT CHEERIOS
HAVE LESS THAN 5% SUGAR IN THEM,
BUT AS YOU'D EXPECT FROM CHEERIOS
THEY STILL TASTE GREAT!

SO THAT'S ANOTHER
GOOD REASON TO SAY
YES TO CHEERIOS!

FIND US AT...
f FACEBOOK.COM/CHEERIOSUK






IT'S

Good To

SAY
YES

10

SERVINGS
IN THIS PACK

Good Food, Good Life



INGREDIENTS

Whole Grain Oat Flour (98%), Wheat Starch, Sugar, Salt, Acidity Regulator: Tripotassium Phosphate, Antioxidant: Tocopherols.
MAY CONTAIN NUT TRACES

10

SERVINGS
IN THIS PACK

NUTRITIONAL INFO

Typical values	Per 100g	Per 30g serving with 125ml semi-skimmed milk
Energy	1684 kJ 399 kcal	759 kJ 180 kcal
Fat	7.6g	4.3g
of which saturates	1.4g	1.6g
Carbohydrate	67.4g	26.4g
of which sugars	4.7g	7.3g
Fibre	8.5g	2.5g
Protein	11.1g	7.7g
Salt	0.75g	0.38g

GOOD TO TALK...

We'd love to hear your comments about Nestlé cereals, so please let us know what you think, we always appreciate hearing from you. If you are unhappy with your purchase, please return to: Consumer Services, FREEPOST 1374, YORK, YO91 1XB.
Phone **00800 0789 0789** Phone lines are open 9am to 5pm Monday to Friday.

@NestleCerealsUK
www.nestlecereals.co.uk

GOOD TO KNOW

To produce 100g of this product we have used **98g of Whole Grain**.

We guarantee every Nestlé cereal with the green banner contains at least **8g of Whole Grain** per serving.

The cardboard carton is recyclable and the bag inside is recyclable where facilities exist.

Nutritional Compass
* Bag. Trademark of Société des Produits Nestlé S.A. It is important to have a varied and balanced diet as part of a healthy lifestyle.

✓ Whole Grain
✓ Low Sugar
✓ High Fibre

Keep your Cheerios fresh!
Roll down the bag and close carton after use.

STORE IN A COOL, DRY PLACE

Best Before End

01/2016 P1 B1
50480953 12:20

Whole grain oat low sugar Os

325g e

tasty & crunchy

Nestlé

LOW SUGAR
Oat
Cheerios

Kellogg's®

Vitamin D



B Vitamins
& Iron



COCO POPS



GROW
with Kellogg's®

Per Portion (30g)					
694kJ	Fat	Saturates	Sugars	Salt	
117kcal	0.8g	0.3g	11g	0.23g	
6%	1%	2%	12%	4%	
Per 100g: 1647kJ / 389kcal					



**FREE SEED
HEADS™**

**Further purchases and internet access required. Claim by 31/12/15.
See kelloggs.co.uk/grow or kelloggs.ie/grow for full details and Ts and Cs 16+.
The promotion is open to residents in UK, ROI & Malta only.

*Contains ≥ 15% of the nutrient reference value of vitamin D, 5 B vitamins and iron. Vitamin D contributes to the maintenance of bones. Vitamins B1, B2, B3, B6, B12 and iron contribute to normal energy-yielding metabolism. Enjoy as part of a varied and balanced diet and a healthy lifestyle.

Kellogg's®

Vitamin D
Important for
healthy bones*



B Vitamins & Iron
Helps release energy*



GROW
with Kellogg's®

FREE GROWING KIT™

Enjoy growing food from a simple seed... just like our cereals

Everything at Kellogg's begins with sunshine and grains. We believe the great care farmers put into growing the grains for our Kellogg's cereals makes a big difference. Now you can also plant, grow and nurture your own food with one of these free growing kits.

4 characters available!

Mini Seed Head Kit



or

Growing Kit



Here's how to get yours...

1.

Buy any 3 special Kellogg's promotional packs and collect the codes inside



2.

Log on to www.kelloggs.co.uk/grow or www.kelloggs.ie/grow and enter the codes online



3.

Choose between either growing kit



4.

We'll deliver your kit within 90 days



Promotion open to residents of UK, ROI and Malta only. 16+ only. Purchase 3 promotional Kellogg's packs, visit www.kelloggs.co.uk/grow or www.kelloggs.ie/grow and submit 3 unique pack codes to receive your free Kellogg's growing kit (select either kids seed head or adult growing kit. Compost not included). Promotion valid from 01/04/2015-31/12/2015 inclusive. Please allow up to 90 days for delivery. Internet access required. While stocks last. For full T&Cs and participating products, see www.kelloggs.co.uk/grow or www.kelloggs.ie/grow. Promoter: Kellogg's Europe Trading Limited.

OUR RECIPE

INGREDIENTS: Rice, Sugar, Fat Reduced Cocoa Powder, Cocoa Mass, Salt, **Barley** Malt Flavouring, Flavouring.

Vitamins & Minerals: Calcium Carbonate, Niacin, Iron, Vitamin B6, Vitamin B2 (Riboflavin), Vitamin B1 (Thiamin), Folic Acid, Vitamin D, Vitamin B12.

For allergens see ingredients highlighted in bold.

18 Yummy 30g Servings!

This pack is sold by weight not volume, settling of contents may occur during transit.

494kJ
117kcal
6%

REFERENCE INTAKES (RIs) EXPLAINED

This is the amount of energy in one bowl.

This is the percentage of your daily energy allowance that one bowl will provide.

The RIs shown are based on official recommendations and are a guide not a target

OUR NUTRITIONAL INFORMATION

○ Typical value per 100g ○ Per 30g serving

	1647 kJ	389 kcal	494 kJ	117 kcal
ENERGY				
FAT	2.5 g		0.8 g	
of which saturates	1 g		0.3 g	
CARBOHYDRATE	85 g		26 g	
of which sugars	35 g		11 g	
FIBRE	2 g		0.6 g	
PROTEIN	5.5 g		1.7 g	
SALT	0.75 g		0.23 g	
VITAMINS:		(% NRV)		(% NRV)
VITAMIN D	4.2 µg	(83)	1.3 µg	(25)
THIAMIN (B1)	0.91 mg	(83)	0.28 mg	(25)
RIBOFLAVIN (B2)	1.2 mg	(83)	0.35 mg	(25)
NIACIN	13.3 mg	(83)	4.0 mg	(25)
VITAMIN B6	1.2 mg	(83)	0.35 mg	(25)
FOLIC ACID	166 µg	(83)	50.0 µg	(25)
VITAMIN B12	2.1 µg	(83)	0.63 µg	(25)
MINERALS:				
CALCIUM	456 mg	(57)	136 mg	(17)
IRON	8.0 mg	(57)	2.4 mg	(17)

OUR PROMISE TO YOU

We pride ourselves on bringing you our very best in every bowl, that's why we don't make for anyone else.

If you have any comments or queries we would love to hear from you:

BY PHONE: UK: 0800 626066 ROI: 1800 626066

(9am to 5pm Monday to Friday)

BY E-MAIL: www.kelloggsconsumercare.co.uk

www.kelloggsconsumercare.ie

BY POST: Kellogg's Consumer Services, P.O. Box 356, Warrington WA4 6XY
Kellogg's Consumer Services, P.O. Box 11483, Dublin 6W

www.kelloggs.co.uk • www.kelloggs.ie



Help us do our bit for the environment

BOX - CARD widely recycled

The cereal bag is made from a plastic called HDPE



Kellogg's

B Vitamins
& Iron

B+

Nuts



CRUNCHY NUT



NUTS & CARAMEL BITES

Temptingly tasty crunchy nut bites
combined with
yummy chew-chew caramel

Per Portion (40g)				
757kJ 180kcal	Fat 6g	Saturates 2.8g	Sugars 11g	Salt 0.45g
9%	9%	14%	12%	8%

Per 100g: 1892kJ / 450kcal

GROWN-UPS GO
FREE!



Voucher valid until 30.06.16. Must be accompanied by a separate full paying child or adult.
Normal exclusions apply. See side of pack for details. UK & ROI

*Contains ≥15% of the nutrient reference value of 5 B vitamins and iron. Vitamins B1, B2, B3, B6, B12 and iron contribute to normal energy-yielding metabolism. Enjoy as part of a varied and balanced diet and a healthy lifestyle.

Kellogg's®

B Vitamins & Iron
Helps release energy*



Nuts
For an irresistibly crunchy
& tasty experience



GROWN-UPS GO FREE!

Buy a child or adult ticket and get
an ADULT ticket FREE!

IT'S BACK! Once again it's time for the grown-ups to have some amazing FREE fun at many of the nation's top attractions including Alton Towers Resort, THORPE PARK Resort, Madame Tussauds, The Dungeons, The National Aquatic Centre Dublin, Aillwee Cave and lots more.

Simply hand over the voucher from the side of this pack at your chosen attraction to receive ONE FREE ADULT entry ticket for ONE CHILD or ADULT ticket purchased (NOTE - only one free ticket per voucher). There are over 40 attractions to choose from across the UK and Republic of Ireland!

For full terms and conditions and list of participating attractions visit:

UK www.kelloggs.co.uk/promotions IRL www.kelloggs.ie/promotions

So let the FREE fun begin... all you have to do is decide who to take!

*One voucher = One Free Adult ticket



PLUS
WIN
ONE OF FIVE
**FAMILY
BREAKS**
GREATMERLINBREAKS.COM



UK/ROI: 18+. Closes 31.12.15. See website for full T&Cs.

OUR RECIPE

INGREDIENTS: Cereals (Oats, Maize), Sugar, Palm Oil, Crisp Cereal (Rice Flour, Maize Flour, Sugar, Skimmed Milk Powder, Salt, Dextrose), Glucose Syrup, Caramel Flavour Pieces (5%) (Fructose-Glucose Syrup, Sugar, Humectant (Glycerol), Wheat Fibre, Milk Powder, Apple Puree from Concentrate, Palm Oil), Gelling Agent (Pectin), Caramelised Sugar, Lactic Acid, Rice Extract, Flavouring, Peanuts (5%), Modified Starch, Salt, Sodium Bicarbonate, Barley Malt Flavouring, Antioxidant (Ascorbyl Palmitate, Alpha Tocopherol), Emulsifier (Soy Lecithin).
Vitamins & Minerals: Niacin, Iron, Vitamin B6, Vitamin B2 (Riboflavin), Vitamin B1 (Thiamin), Folic Acid, Vitamin B12, Vitamin D.
For allergens see ingredients highlighted in bold

9 Delicious 40g Servings!

This pack is sold by weight not volume, settling of contents may occur during transit.

757kJ
180kcal
9%

REFERENCE INTAKES (RIs) EXPLAINED

This is the amount of energy in one bowl.

This is the percentage of your daily energy allowance that one bowl will provide.

The RIs shown are based on official recommendations and are a guide not a target
*Reference intake of an average adult (8400kJ/2000kcal)

OUR NUTRITIONAL INFORMATION

	Typical value per 100g	Per 40g serving		
ENERGY	1892 kJ	450 kcal	757 kJ	180 kcal
FAT	15 g		6 g	
of which saturates	7 g		2.8 g	
CARBOHYDRATE	71 g		28 g	
of which sugars	27 g		11 g	
FIBRE	3.5 g		1.4 g	
PROTEIN	6 g		2.4 g	
SALT	1.13 g		0.45 g	
VITAMINS:				
THIAMIN (B1)	0.69 mg (63)		0.28 mg (25)	
RIBOFLAVIN (B2)	0.88 mg (63)		0.35 mg (25)	
NIACIN	10.1 mg (63)		4.0 mg (25)	
VITAMIN B6	0.88 mg (63)		0.35 mg (25)	
FOLIC ACID	250 µg (125)		100 µg (50)	
VITAMIN B12	1.6 µg (63)		0.63 µg (25)	
MINERALS:				
IRON	6.0 mg (43)		2.4 mg (17)	

(%) = % Nutrient Reference Value.

OUR PROMISE TO YOU

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(9am to 5pm Monday to Friday)

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BY POST: Kellogg's Consumer Services, P.O. Box 356,
Warrington WA4 6XY
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& grains**

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start from *grains* of oats
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QUALITY CODES BEST BEFORE

23.01.16
L10:16S

Kellogg's
**CRUNCHY
NUT®**

NUTS & CARAMEL BITES

STORE IN A DRY PLACE

360g e

TO OPEN: SLIDE FINGER UNDER TAB
AND BREAK SEAL TO LEFT AND RIGHT

**Crunchy baked mixed cereal
with peanut & caramel.**

Appendix 4: Recruitment poster



DOES YOUR CHILD EAT
BREAKFAST CEREAL?
WE WANT TO HEAR FROM
YOU

What would this involve?

Share your opinions and experiences of breakfast cereal packaging in a relaxed group discussion with other parents, and increase your knowledge of marketing techniques at the same time. Your contribution can help us to understand how current labelling schemes may pose a barrier to making healthy choices.

IS YOUR CHILD AGED
BETWEEN 4 AND 11?

ARE YOU AVAILABLE
FOR A 1 HOUR FOCUS
GROUP DISCUSSION

REFRESHMENTS
PROVIDED

BASED IN WEST
WARRINGTON JULY
2015

£5
SUPERMARKET
GIFT CARD

INTERESTED?

For more information
contact Claire at:

0606284@chester.ac.uk

Appendix 5: Inclusion/exclusion criteria

Parent groups:

Inclusion criteria

1. Parent or guardian of a child aged between 4 and 11.
2. Buys breakfast cereal for their child.

Exclusion criteria

1. Has no children that fall between the ages of 4 and 11.
2. Has a nutrition qualification, or is a nutrition student, or works in the field of nutrition.
3. Cannot speak or understand English.

Non-parent groups:

Inclusion criteria

1. Buys breakfast cereal

Exclusion criteria

1. Has a nutrition qualification, or is a nutrition student, or works in the field of nutrition.
2. Cannot speak or understand English.

Appendix 6: Participant information sheet



University of
Chester



Participant information sheet

Parents' experiences of using labelling information when making breakfast cereal choices for their children: What are the barriers to making healthy decisions?

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is the purpose of the study?

This research is being undertaken on parents of primary school aged children who breakfast cereal. The project is to find out how parents use and are influenced by the labelling schemes on breakfast cereal packaging, and their opinions towards these.

Why have I been chosen?

You have been chosen because you are the parent of a primary school aged child who eats breakfast cereal.

Do I have to take part?

It is up to you to decide whether or not to take part. If you decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What will happen to me if I take part?

You will be invited to attend a focus group session lasting around one hour along with five or six other parents. In this session you will have the opportunity to raise your views and opinions about breakfast cereal packaging in a relaxed discussion led by the researcher. With the consent of yourself and the other participants, discussions will be audio recorded. No-one will be identifiable in the final report.

What are the possible disadvantages and risks of taking part?

There are no disadvantages or risks foreseen in taking part in the study.

What are the possible benefits of taking part?

By taking part, you will be contributing to knowledge of how labelling schemes on breakfast cereal packets are used and understood when making decisions. You may also learn more about the different labelling techniques used by manufacturers which can help you to make healthy choices. All participants who take part will receive a £5 supermarket gift card on completion of the focus group session as well as refreshments on the day.

What if something goes wrong?

If you wish to complain or have any concerns about any aspect of the way you have been approached or treated during the course of this study, please contact Professor Sarah Andrew, Dean of the Faculty of Life Sciences, University of Chester, Parkgate Road, Chester, CH1 4BJ, 01244 513055.

Will my taking part in the study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential so that only the researcher carrying out the research will have access to such information.

What will happen to the results of the research study?

The results will be written up into a dissertation for my final project of my MSc. Individuals who participate will not be identified in any subsequent report or publication.

Who is organising the research?

The research is conducted as part of an MSc in Public Health and Nutrition within the Department of Clinical Sciences and Nutrition at the University of Chester. The study is organised with supervision from the department, by Claire Riley, an MSc student.

Who may I contact for further information?

If you would like more information about the research before you decide whether or not you would be willing to take part, please contact:

Claire Riley. 0606284@chester.ac.uk

Thank you for your interest in this research.

Appendix 7: Consent form



University of
Chester



Title of Project: Parents' experiences of using labelling information when making breakfast cereal choices: What are the barriers to making healthy decisions?

Name of Researcher: Claire Riley

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason and without my legal rights being affected. ☐
3. I agree to my focus group being audio recorded for the purpose of the above study. ☐
4. I agree to maintain as confidential any personal information revealed during the focus group discussions. ☐
5. I agree to take part in the above study. ☐

Name of Participant

Date

Signature

Researcher

Date

Signature

1 for participant; 1 for researcher

Appendix 8: Ethical confirmation



University of
Chester



**Faculty of Life Sciences
Research Ethics Committee**

frec@chester.ac.uk

19/05//2015

Claire Riley
22 Garwood Close
Westbrook

Dear Claire

Study title: Parent's experiences of using labelling information when making breakfast cereal choices for their children.
FREC reference: 1029/15/CR/CSN
Version number: 1

Thank you for sending your application to the Faculty of Life Sciences Research Ethics Committee for review.

I am pleased to confirm ethical approval for the above research, provided that you comply with the conditions set out in the attached document, and adhere to the processes described in your application form and supporting documentation.

The final list of documents reviewed and approved by the Committee is as follows:

Document	Version	Date
Application Form	1	April 2015
Appendix 1 – List of References	1	April 2015
Appendix 2 – Summary CV for Lead Researcher	1	April 2015
Appendix 3 – Copies of advertising materials	2	April 2015
Appendix 5 – Participant Information Sheet [PIS]	2	April 2015
Appendix 6 – Participant Consent Form	1	April 2015
Appendix 4 – Inclusion/exclusion criteria	1	April 2015
Appendix 7 – Interview schedule or topic guides	1	April 2015
Appendix 8 – Information sheets/letters to other relevant personnel	1	April 2015
Appendix 9 – Booking Form	1	April 2015
Appendix 10 –	1	April 2015
Appendix 11 – Risk Assessment form	1	April 2015

Response to FREC request for further information or clarification		April 2015
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Please note that this approval is given in accordance with the requirements of English law only. For research taking place wholly or partly within other jurisdictions (including Wales, Scotland and Northern Ireland), you should seek further advice from the Committee Chair / Secretary or the Research and Knowledge Transfer Office and may need additional approval from the appropriate agencies in the country (or countries) in which the research will take place.

With the Committee's best wishes for the success of this project.

Yours sincerely,



Dr. Stephen Fallows
Chair, Faculty Research Ethics Committee

Enclosures: Standard conditions of approval.

Cc. Supervisor/FREC Representative

Appendix 9: Focus group transcripts

Focus Group 1: Non-parents

4th July 2015, 1:30pm - 2:30pm, participant's home

4 Participants (coded 1A - 1D)

Focus Group 2: Non-parents

7th July 2015, 1:30pm – 2:15pm, coffee shop

4 Participants (coded 2A – 2D)

Focus Group 3: Parents

13th August 2015, 7:30pm – 8:45pm, participant's home

4 Participants (coded 3A – 3D)

Focus Group 4: Parents

15th August 2015, 1:30pm – 2:30pm, researcher's home

4 Participants (coded 4A – 4D)

Before the start of each focus group session participants have received information sheets and the researcher has given an introduction explaining the aims and objectives of the study, as well as providing the participants with the opportunity to ask questions. Consent forms have been signed and collected and participants have given their consent to be voice recorded.

Breakfast cereal boxes are laid out on the table for participants to refer to.

Focus Group 1

Let's begin. Let's find out more about each other. Go around the circle and tell me your name for the purpose of the recording, and what your favourite breakfast cereal is.

(Participants introduce themselves)

We aren't going to be going around the table any more so just jump into the conversation whenever you want. Have a conversation with each other. So tell me what you are looking for when you are choosing breakfast cereal in the supermarket.

1A: Usually something chocolatey or sugary

1B: Yep, same

1C: Something healthy but really I don't enjoy it as much as chocolatey or sugary but

1A: There's always one

1B: (laughs)

1C: Like Weetabix I look at the sugar

1B: Well if it's healthy I just put sugar on it

1C: I don't like sugar on it

1A: Yeah if I get cereal that's like Corn Flakes or Rice Krispies I put a load of sugar on

1B: Me too

1D: I look for something healthy that has a bit of taste because most healthy cereals don't have much flavour or taste to them

Do you have any difficulty finding what you want in the supermarket?

1C: No

1A: I always just stick to the same types

1D: Hmm (agreement)

1C: Sometimes though, like say, I like the Weetabix banana ones, they don't have them everywhere. So then you can't find them then. But the normal branded, big branded ones like Coco Pops, Shredded Wheat, things like that, you can always find those, and they're always in one aisle, so. They always have offers on the end of the aisles.

1A: The boring cereals are always there

1C: Yeah, Bran Flakes, things like that

1B: Never have any difficulty with them

1A: Muesli, Corn Flakes

How would you describe a boring cereal?

1A: Not sugar

(Laughter in the room)

1A: Or chocolate

1C: Or just like one thing, one taste, like bran, and it doesn't really have a taste does it

1B: Porridge

1C: Yeah

1D: Generally those types of cereals need sugar or fruit or something to add to it

1B: Yeah porridge for example

1D: Flavour

1C: Or a bit more variety. Like Fruit and Fibre isn't as bad as Bran Flakes because of the fruit and stuff in it, so it gives it a bit of ...

1A: I like Bran Flakes, but only with sugar

Going back, (1A), you said that you go for the same types, by types what do you mean?

1A: Chocolatey or sugary. So Coco Pops usually. I'm quite boring

Do you stick to particular brands?

1A: I, yep, I usually don't buy own brands

1D: I've been disappointed by own brand in the past. Like Aldi, or Tesco own brand. So I don't bother any more. They're not quite the same. A good imitation, but not quite the same

1C: Well, I kind of look at the sugar, and I don't necessarily look at the calories, I look at like the sugar and sometimes the own branded can have less sugar than the popular brands, but then again like the, like for example Weetabix, I find they taste nicer than the cheaper brand cause they are a bit of a different texture, and the texture is a bit off sometimes. So it just depends, it's what you're used to.

How do you feel about brands?

1B: Oh, I usually just buy Kellogg's. Every time (laughs)

Any particular reason?

1B: I know I like them. And I'm a creature of habit. I don't like to be disappointed (laughs)

1C: Also like the box looks nicer doesn't it? Like if you look at the Smart Price ones they look horrible

1B: Yeah ...

1C: Yeah

Do you associate different brands with anything in particular then?

1C: Quality

1B: Kellogg's usually is the quality

1A: I think that's something that encourages you, if say you've got a parent, a parent going shopping with a child, the child is more likely to be drawn to, if the parent asks them what cereal they want, they are more likely to be drawn to the boxes that have got characters or something on, the ones that look more appealing

1B: You know the difference between the generic and the

1A: Packaging

1C: And like it says Dad you're grrreat, so if you gave your Dad that for breakfast on the table for Father's day, it looks better than a generic box that's like boring

(Participants discuss putting the same writing on a generic box using felt tip pen)

So what do you think about that on the Frosties?

1C: Good, if you have a Dad

(Laughter in the room)

Do you think it would make you buy it?

1C: Nah. I don't think my Dad would eat it

1D: We're adults, I mean, if I'd child, small child, they're definitely gonna influence, their choices. Characters, as (1A) said, characters on the front and stuff, will influence what they want to buy

1C: Like I used to always buy the ones with toys in and stuff

1D: Uhuh (agreement)

1C: Like do ya know, ones that you wanted to collect

1B: (laughs)

1C: I want this cereal

1A: It's usually Kellogg's that do that. Own brands don't usually do that

1B: No

1C: Like Weetos, they used to have really cool things, and I never used to actually particularly like Weetos. But I used to always want to get that cereal for the toy

1B: Although they've stopped doing things like toys. They only do boring promotions now

1C: That spoon that they do. You know that personalised spoon that (O) has got

1A: Yeah

1C: I want that

1B: I'm looking, I'm looking at this one. You can get seeds

1C: Hmm, boring

1D: Kids are getting more into growing stuff

1C: But I think as well the adults are like ooh it's scientific, seeds

1A: I've noticed as well that on cereal boxes nowadays they do try and promote positive aspects of the cereal, so vitamins, and whether it's healthy or not

1C: (Interrupts) Healthy living

1A: Wholegrain, that seems to be something that Kellogg's are pushing

So what do you think about the healthiness of products that don't have statements like that on them?

1C: You don't necessarily think that they're healthy to be honest. Because, like, this box doesn't have a, well it says high fibre so you are like ooh that's good it's high in fibre, but if it doesn't have any healthy words on it you think they're unhealthy don't you, like

1D: (Interrupts) it's got a promotion on the back though, own brand

1C: Oh yeah, ebooks. I guess it's an own brand but not a value own brand though is it like value own brand

1A: ...Smart Price...

1C: No artificial colours, flavours

1B: Vitamins and iron

1C: So I guess you'll think actually that looks healthy

1D: (Interrupts) there's no salt. There's no salt in them. I find, personally, that cheaper, cheaper, own brand products, have more sugar and salt in them

1B: They try and use the positives to distract from the negatives. For instance Coco Pops. Vitamin D and B vitamins and iron distract you from the fact that a 30g portion has 12% of your daily recommended allowance of sugar in it

1C: And is that for a child or for an adult's recommended daily? Cause it just

1B: One assumes it's an adults

1C: Yeah

1A: Yeah but these, these own brand Corn Flakes which you would have assumed to probably be healthier because they're not chocolatey or sugary

1B: Sugary

1A: 7.2g

1C: Of sugar?

1B: Yeah

1A: Of sugar

1C: So it's

1D: (Interrupts) well that's, well that's 6g less. You could have two bowls of them and one bowl of that and you'd have the same

1A: (Interrupts) yeah but I'd have more enjoyment in one bowl out of them

1D: It's not necessarily about enjoyment though is it?

(Participants share a joke)

1B: It says, well this one here

1A: (Interrupts) yeah but breakfast is supposed to be like the most, one of the most important meals of the day, so

1D: Yeah

1A: It needs to be more appealing

1D: No, it's all about habits for small kids in particular, it's all about habits

1C: Like on here as well, the ingredients. Rice sugar, fat reduced cocoa powder. So you're like oh well its fat reduced cocoa powder so it's not as bad. It's just a little bit of flavour

1B: Yeah it's not as bad but it's still not great

1C: Exactly, but

1D: What's the sugar content in the Frosties? Gonna be higher isn't it?

1B: In the Frosties

1A: What's the, what is it in that Weetabix?

1B: Per

1C: (Interrupts) that's the thing you see, the Weetabix look quite healthy cause Weetabix (emphasis on the Wheat)

1B: Per 30, per 30g, 11g of sugar. Per 30g serving

1C: This has got 6.

1B: (Interrupts) One third of this is sugar (laughs)

1A: See you'd expect that because it's got, it's baked with golden syrup to be very, very sugary

1C: Do ya think?

1A: Hmm

1C: Cause if I look at that I think oh Weetabix is a healthy brand

1A: Yeah but the golden syrup

1B: Yeah, here ya go

1C: (Interrupts) Yeah I know but I thought it might just be a bit of flavour

1B: It says based on the average adult, and that's the average adult eating 2000 calories a day

(Participants all agree that they eat more than 2000 calories daily)

So, (1B) you said about the portion size being for an adult, how would you work out the portion size for a child?

1B: Well it says that 30g is the, is a portion but, I don't think that anybody actually ever, ever does that

1A: Does anybody actually, does a parent actually measure? I have never seen anybody measure what cereal they're having. I just pour

1D: (Interrupts) I only would if I was, if I was conscious of my child's weight

1B: Hmm (agreement)

1C: I measure. Unless it's like Weetabix where like two biscuits, you know

1A: You weigh it? Do you weigh your cereal?

1C: If it's loose, yeah

1A: Really?

1B: I mean, if it's

1A: (Interrupts) I just tip a load in the

1B: Yeah so do I, depending on the size of the bowl

1C: If I don't wanna, if I want, if I'm really hungry and I don't wanna know, then I tip it in

1A: (Interrupts) I never weigh

1C: But, generally I do weigh it

1B: No I don't

1A: I just pour, pour

1B: (Interrupts) depending on the size of the bowl I pour in an appropriate amount

1C: But then with the milk I don't always measure that, but with cereal I do

1A: (Interrupts) I never, I actually never, never measure it, I just pour it in the bowl. And I do

1B: (Interrupts) you know those little boxes of cereal that you get, you know when you're on holiday and things like that

1A: (Interrupts) they don't

1B: Are they supposed to be like a 30g serving?

1D: They're 30g aren't they?

1A: Yeah and that, there's about five mouthfuls

1B: Yeah, I mean that might be suitable for a child, one of those things, but you know for an adult, you need at least two

1D: A very small child

1A: I remember

1B: At least two, you need at least two of those

1A: (Interrupts) I remember as a child, with those. I always used to want to get them, just for the novelty of them. And but one never used to fill me up, I always used to eat two of them

(General agreement)

1B: Yeah, even as a child I had as well, so now I'd need about four

(Participants tell a story about when they ate Variety cereal on holiday as well as extra breakfast items)

1A: One of those does not fill you

1D: 30g portion is not enough. That is the message here

1B: Yeah

1D: Except for a small child. I don't think even a 10 year old would be full

1B: I mean

1C: (Interrupts) what

1B: I mean, it seems like a 30g serving is basically like to make it seem like it's not quite as bad for you as it is. You look at it and ooh per serving it's only got 117 calories in it. Oh isn't that great, but then you realise that you can't eat a 30g serving because it won't go anywhere

(General agreement)

1B: So it's better to look per 100g, at least then you can get, you can compare them

1D: At least then you can have three bowls (laughs)

1B: Yeah (laughs)

1C: We've not. We've not even looked at these ones. Crunchy nut ones

(Participants discuss whether or not they have answered the question)

Think of, this has got 11g of sugar in (Crunchy Nut bites)

1B: Ooh I love Crunchy Nut

1C: The Crunchy Nut nuts and caramel bites

1B: 11g

1A: (Interrupts) why's that one got a blue box, not an orange box?

1B: Why what's bad? What's wrong with the orange box?

1A: Crunchy Nut is an orange box

1C: Yeah but it's Crun, it's different ones

1A: Oh

1B: Nuts and caramel bites...

1D: I've never had Crunchy Nut

1B: I like that fact you know it's an orange, supposed to be an orange box
(laughs)

1D: Yeah (agreement)

1A: Yeah, I do like them though. I have them

1C: Oh and it says, it's, it's obviously marketed at grown-ups because it says grown-ups go for free. Do ya know like, instead of children go for free?

1B: Well not necessarily

1A: (Interrupts) no no no, those are on there so that, cause kids will beg to go to those places, and then it means the parents can take them 'cause they go free

1B: Yeah and it's cheap, cheaper for them

1D: (Interrupts) it's actually a bit of a bugbear to pay yourself. Cause I've often felt, when (L)'s bringing the kids somewhere that I don't mind going. But why would, why would I pay £25 to get in Legoland like

(General agreement)

Do ya know, so... offers like that would attract parents to

1B: (Interrupts) just to walk round with the kids

1D: Hmm (in agreement)

But do you think you'd give a product like that to your child

1A: No

1D: No, nuts, no

1A: That, that, that would be seen as an adult's cereal

1B: (Interrupts) why what's wrong with nuts?

1A: Children's cereal seems to be, what I would say is Coco Pops

1B: (Interrupts) Frosties

1A: Frosties, not for a youngish child. I'd say Coco Pops, Rice Krispies

1C: But, it's got Tony the Tiger, like the cartoony ones

1A: Weetos

1D: Depends on the age. I mean from about maybe 10, 8 or 9 upwards they might start branching out into Frosties. You're not gonna give them to a 3 year old.

1A: A 3 year old should be like Coco Pops

1D: Cause they are crunchy. They're hard to, hard to get your teeth round

1A: I always remember when I was younger thinking that Crunchy Nut corn flakes or whatever were an adult cereal.

1D: Special K

1B: Muesli (laughs)

1C: Do you remember those, when you're like a baby, sometimes you get fed like Weetabix cause it's like mush

1A: Oh yeah

1B: Yeah

1A: I eat, I eat, that's how I eat my Weetabix, and Ready brek

1C: That's like a family cereal

1B: So do I

1A: And Ready brek

1B: So do I, yeah

1A: With warm milk. All mixed round

1B: You warm it up and you mix it all up.

1A: Yeah yeah

1B: With sugar in and things like that

1C: I used to have, with Nutella in

(Inaudible mumbling)

What do you think about the price of children's compared to adult cereals?

1A: I think that they're more expensive. Children's ones. But then you get like prizes in them

1C: I think they're bigger though as well. Like you always see a small box with adult ones, but like the children's ones are huge. I don't know, maybe cause they eat them every day

1B: What's Weetabix considered?

1D: Big cause there's 24 portions. There's like 24. No there'd be 12. Depends how many you have. Some people have one or two don't they?

1A: (Interrupts) you have 2. I have 2

1B: I think 2 is usually a serving

1D: So that'd be 12 bowls

1B: Yeah

1D: And what's that. 360. Technically there's 12 bowls in that. But, there won't be like. But

1B: It says there. It says there are 16 in that (laughs)

1D: Yeah, there's not. There's about 10 isn't there?

1B: Yeah

So out of all of the information on the packet what would you actually look at?

1A: I, to be, to be quite honest, I don't look at, I don't look at the information

1B: (Interrupts) if you were to

1A: I, I know that I should, but I don't

1B: If you were, if you were to look at it

1A: If I was to look at it, I'd look at fat content

1D: No you wouldn't

1A: Yes I would

1D: You wouldn't

1C: I'd look at sugar. I think calories. It's cereal, it's not much

1A: (Interrupts) it's saturated fat that's supposed to be

1B: Yeah

1D: You'd look at what's in it (1A). Like is there nuts in it, is there sugar, what kind of flavour is it. You'd look at the taste rather than the actual

1A: Yeah, that's what I mean. I don't look at. I don't really look at the health aspect of it. I never

1D: No you don't. The reason you don't is cause you've never had an issue with weight. So, so you don't think about the fat within at all. So on the outside you

have never had any kind of issue about your weight. So you don't have to look, you don't have to study labels

1A: Fat within me is very bad

1D: So at some point, at some point if you have a health scare, or you become fat, then you would start to analyse them

1A: I did. No I did become more conscious of it when my mum started suffering from high cholesterol. Cause she became very conscious about like fat, and saturated fat.

1D: Yeah

1A: She's never looked at labels before. But I don't really

1D: I'd go straight for the calories, straight for the calories

1B: Yeah I was just about to say. If I were to look at them. Calories, fat and sugar

1C: It used to be calories for me, but, I think. I don't think cereal has many calories anyway. And I weight it out, so, it's mainly sugar

1D: Yeah, second is sugar

1A: Why do you, why do you weigh it out?

1C: So then I know I'm getting a portion, and I'm not getting more calories than I'm planning on having, if you get what I mean. So I know that a portion, what I'm having is a portion, I'm not having over a portion. So I can expect, you know, kind of plan how many calories I'm having and stuff. Control how many calories

1B: Does anybody ever, does anybody ever look at the, the other nutritional information, the vitamin D, riboflavin, niacin

1C: No

1D: No

1B: Whatever pantothenic acid is

1D: B6 is it?

1B: No the vitamin B6 is listed

1D: B12? It's B12

1B: B12 is listed separately

1D: Pantothenic acid

1A: They're additives though, aren't they not?

1B: Who knows?

1C: It's because children need vitamins and iron for healthy growth and development and they usually don't get enough.

1B: Well I know, I know they need it but does listing it on the si, listing it on the side make you think well this has 11.9mg iron in it, whereas this one has 10.2mg of iron?

1D: No, you'd never analyse it

1B: Are you gonna go, ooh this has more iron, this is better for the child?

1C: No, you'd just see, you'd just think ooh it's vitamins and iron. Well then I don't know how many adults know what

1B: (Interrupts) or is it just that, or is it just a legal requirement that they label even though nobody looks at them

1D: Most people I think, if they're conscious of not getting enough of a particular vitamin in their diet will take a supplement, rather than look for it, because it's the lazy way isn't it?

1B: Yeah they'll just take, they'll just take a multivitamin

1D: Yeah. Rather than, than actually try and get it in their diet. And I know it's probably a less healthy

1B: I take a multivitamin

1D: Yeah, most people do

1B: Just to compensate for anything I don't get

So looking at the nutritional information on the back, and the traffic lights, how easy do you think that it is to understand?

1D: Straightforward

1C: The traffic lights are quite good. They only have it in certain

1A: There's no traffic lights on Coco Pops

1D: There is, they're in, they're on every single package

1A: Well why's that blue?

1B: Yeah it's all blue. It's not even, it's not traffic lighted

1D: They can be, they can be, is it blue, green, orange and red?

1C: Yeah. Now the Sainsbury's one has it, the traffic lights. So, green that means it's good. Amber

1B: Is medium

1C: Oh maybe

1A: What's blue?

1B: Well they are all blue so

1C: So

1A: All Kellogg's are just all blue

1D: Yeah why is, why have they gotten away with that? Cause they're supposed

1C: (Interrupts) it might not be a legal requirement. I think it's recommended but not legal requirement

1B: (Interrupts) it's recommended but not legal

1D: I thought it was legal

(Researcher briefly explains the voluntary agreement)

1A: To be fair though. A parent, if they're out shopping and their child wants these, they're not gonna be looking really so much at that than if an own brand has got the actual traffic. Cause the, the own brand has to rely on other ways to, to try and sell the cereal

1C: Yeah

1A: So by including that on, that's gonna maybe entice, perhaps, more people to buy them. But for something like this, they, they're selling it on the brand name. They don't really need to do much in terms of ensuring

1B: (Interrupts) yeah, they don't need to convince people that it's high in whatever

1D: Well, well they, they're lying

1A: They're not lying

1D: They are

1A: No they're not. Cause they, they're displaying it, but they're not highlighting it

1D: Well technically they they're

1A: They're not lying

1D: Well it's fraudulent really

1A: It's not fraudulent

1D: It is. They're not being honest are they?

1A: They are being honest. They're sharing all the information, just not highlighting it

1D: Yeah, but, but, they, they're choosing not to make it obvious to the consumer, and that is like fraud

1A: But, they are still displaying it

1C: (Interrupts) like look at this

1D: Yeah, but they're not making it obvious

1C: All green then amber. So you think oh, that's, that's quite good. But then if you look at it, it says 30g without milk, so you look at that and you think oh okay that's without milk. Then you look on the back, and it's like, 100g without milk, per 30g serving without milk, per 30g serving with 125ml of semi skimmed milk, and then it's just confusing. Cause then when you actually add milk it makes it more sugary doesn't it? It adds the sugar and adds more calories, sugar and fat

1D: Hmm (agreement)

1C: So, it's, it's confusing cause it, it makes it look better without milk doesn't it? So I don't know if all of them have without milk. That says, that says with semi skimmed milk so it mustn't be sugary, very sugary the cereal

1B: So that, is that a way of convincing, convincing you to give the box to your child and just say just eat out of the packet, you'll be fine

1C: Yeah (laughs)

1D: Yeah so, realistically, to make it very fair, they should all be traffic lighted, and they should all show with semi skimmed milk. Because the majority of consumers will have it with semi skimmed milk. Skimmed not skimmed. And

(Laughter in the room)

1C: (Interrupts) but 125ml, that's not much

1B: It don't even know what, yeah but neither's, neither's 30g

1C: (Interrupts) I probably have like 200. I have

1B: 30g isn't much

1D: Yeah if you, 125ml is probably enough, for 30g

1B: Yeah, it's probably about right. And then you have to at least double it otherwise you're not (laughs)

1D: Yeah

(Pause in conversation)

So how well do you think that it's enforced? These traffic lights and these health messages and things that are on them?

1C: Well, it's kind of like a free for all. It's, I think it's used by some brands to make the cereal look better than it is. And other brands to help sell the cereal because it's not branded. So I think they just use it to their advantage rather than to the consumer's advantage

1B: Uniformity would be nice

1C: Yeah

1B: But the thing is. If you're, if you're going to look at the nutritional content, you're going to look at it no matter whether it's you know, green, orange, whatever.

1D: If you're in a rush so, the traffic lights are very handy

1B: Hmm (in agreement)

1D: I look at them on, on desserts

1C: Yeah, yeah

1D: And I, I, as soon as I see red on something, I look at the number then after that. And if it's a ridiculously high number, like I saw an apple turnover the other day, it was 37% of your recommended fat. And I was, I was devouring these every day. I was having. I went through a phase of having one every day for about a week. I thought I can't, I can't sustain that. And then that made me kind of pay more attention to these traffic lights

1A: See, I. I never look at that kind of thing

(Participants share stories about noticing the fat content of particular foods)

1C: If it's like a one off, I just try not to look cause I'm like well it's only a one off. But if I think I'm gonna have it every day then

1D: Well, this is something you have every day so that's a big, you've gotta make the right call

1C: Yeah

1B: I wish there was something with negative fat that I could have just to counteract it

So would they affect your choice? The traffic light values on the front?

1D: Yeah, yeah

1A: I think after this though I would maybe probably look more

1B: It depends. If I'm, if I am conscious about what I'm eating then yes it would. If I can't be bothered, paying attention. If I just want to eat it, none the less, then no I wouldn't pay attention.

1C: For me I think, if it's cereal perhaps not cause I know kinda what I want. And then I'll go to it, and have a look, and if it's too much I'll just put it down. But with other things like yeah, things like desserts or meals or something like that then I'll probably look. But cereal, I don't think it would really influence my choice.

1A: With cereal, like I don't, I think I don't like. I don't eat cereal every single day so I probably, it probably won't deter me from buying something like Coco Pops.

1C: Yeah

1A: In terms of food I do, I guess a habit. I guess children's habits are taken perhaps from their parents. And so growing up, my mum always used to buy lower fat stuff. So she'd buy lighter options or diet options. So I tend to stick, I tend to, that's what I go for

1B: All the tastes that you're used to?

1A: Yeah

Does everyone else agree?

1A: I think kids do get their food, their eating habits from their parents...

1B: Yeah, they do

1C: Definitely

1D: I'd look right now. Because I'm conscious of my weight... So maybe not in six months' time, because I didn't do it six months ago, ya know. I guess it depends, it depends on what stage

1A: (Interrupts) Yeah you'd do it, just not like, you wouldn't look at it and be like oh, definitely can't have that

1B: You're not obsessive about it

1D: Yeah, you're not obsessed. I'm obsessing a wee bit now.

1A: Whereas now yeah, you're like oh I won't get that

1D: If I had a child I would look most definitely look. Because there's no way I would feed a kid, something, a product every day that was riddled in sugar. Every single day.

1B: Yeah, that's the thing. It's sugar overload. You've got to be more vigilant than with yourself.

1D: You do, you do (1B).

1C: Give them a good start at least

1B: (laughs)

1D: Well you can't send them off to school laced with sugar. The poor teachers have to deal with them like

(Joking about children eating too much sugar and falling asleep)

So, we've talked about fat, we've talked about sugar. Would you look at the actual ingredients list?

1D: No

1C: Hmm, nah

1D: Unless it was a new cereal and I didn't know what kind of flavour I was gonna get from it

(Discussion drifts to a new Coca Cola product, Coke Life)

1A: A new product. Yeah, so a new product I think people. I think, for a product like this that's been around for years. Like we've all grown up with all, with these cereals

1B: With, with Frosties

1A: None of us tend to look at, at that kind of stuff now. But if something new gets launched, then you are interested, and you do look

1C: True

1B: Sometimes do out of curiosity, you know just...

1A: (Interrupts) cause to be quite honest, see where they have got this in blue here at the bottom. If that actually got changed and they used the colours on that, there's probably more of them that maybe would highlight as red on there. So that's probably why they don't do it

1D: But the sugar would be red, that's why. That's why, that's why I was saying it's really like fraud

(Laughter in the room)

1A: ...But if, if that was done as the traffic light, are you telling me that that would stop people from buying it?

1D: Some people, yeah, it would some people. It would, it would make it more obvious. Especially to people who aren't really wise on this. They understand, a lot of people understand these traffic lights

1A: The colour red might make you think oh danger

1D: Yep

1B: Well not only that, but if you look at the

(Participants joking about what the colour red would imply)

If you look at the ingredients, it says in here on the, on these Weetabix. Partially inverted sugar syrup. Now what on earth is partially inverted sugar syrup?

1C: It's obviously like processed, isn't it? So you think oh

1D: It's well processed, yeah

1B: Yeah but it's not wholly inverted you know

(Laughter and agreement in the room)

1D: For someone uneducated; grams, percentages don't mean anything, colours do

1C: Yeah, true

1B: Well, to be honest. Yeah, without wishing to sound too egotistic, I count myself as fairly educated and I don't know what partially inverted sugar syrup is (laughs). So, you know, sometimes it doesn't matter how educated you are, you still can't understand what's on the ingredients list

1D: Yeah

1B: I can understand, you know the, and well, also when you, when we were talking about the nutritional information before. Again, what, what on earth that pantothenic acid is

1D: I've, I've heard of it before. It's a vitamin, but I can't remember which one

1C: I think that people are more likely to look at the ingredients if they've got an allergy

(Agreement from all the participants)

So if they've got a food allergy then they're gonna look

1B: But they're usually highlighted

1C: Yeah but

1B: In bold or you know, or in a separate allergy list or something like that

1C: But, also, I look at like the, what ingredient is first cause the ingredient that is listed first there is usually more percentage of in the pack. So, I usually look for like say if sugar is high, I'm like oh most of this is sugar

1D: Hmm (in agreement)

1C: Whereas if sugar is low down in the list I'm like actually it's, there's not too much sugar in them. So, that's another reason. But I don't actually read em, I just see what order it is

1B: Yeah, you just see what's up near the top

1C: Yeah

What's the most important information on the package?

1C: To me sugar, and I guess calories are important

1D: For me, calories

1B: Calories

It's the, it's just the easy, the easiest way to tell

1D: Yep

1B: Without going too much more into detail

1D: Hmm (in agreement)

1A: What is, what is it?

1D: A calorie

1B: Calories

1A: It is calories?

1D: Yeah

1C: I think sugar though, it, for me I think oh sugar is bad because you, you kind of, whatever sugar you don't use it converts to carbohydrate, and then if you don't use that energy then you put the weight on. Whereas fat doesn't tend to make you put too much weight on, unless you're eating a lot of fat. And if you've got high cholesterol levels, so I kind of look at sugar

1A: Isn't it the saturated fat that's the worst thing?

1D: Yeah

1C: Saturated fat is bad for your heart, and, but that's why sugar I think oh

1B: It's easy for the body to, to turn carbohydrates into energy, than it is for it to turn fat into energy. So it goes for those first

1C: Yeah. But, I think cause, it depends how much fat you eat as well. I think fat keeps you fuller as well, so if, if it's good fats I'm not too bothered. But I can't see it now, I don't know

1B: I think carbs tend to keep you quite full

Okay, shout some things out at me. What would make your ideal product?

1A: Chocolate

(Laughter in the room)

I'm, I'm not saying that I, I genuinely, I think I'm addicted to chocolate. So, something that's chocolatey always draws my attention

1B: Well I'm addicted to sugar, so

1A: Something that's sweet. Okay, sweet or chocolatey

1B: Yeah

1A: Would catch my eye

1B: Yeah

1D: I like ones that, that go well with warm milk

1C: (laughs)

1D: They don't all go. Like Corn Flakes doesn't go well with warm milk

1B: Yeah, Special K with warm milk is not exactly (laughs)

1D: Yeah, some of them break up too much. Rice Krispies just keep the right level of mushiness, so

1B: (Laughs) you see, Weetabix with warm milk is nice

1C: Ones that are tasty that, like, if you can get a really nice chocolatey tasty one that's low calories and fat, and sugar

1A: You don't want much then

1D: ...

1C: Then that would be my ideal. But that's not going to happen

1B: Low fat, low calorie, low carb

1A: Low taste

1B: No, high taste, you want high taste

1C: High taste

1D: High taste, low in calorie

1B: Possibly high protein (laughs)

1D: Doesn't exist

1C: Yeah, something I can eat and eat then not put weight on. Lose weight (laughs)

1B: Yeah (laughs). Chicken breast cereal

1C: Yeah (laughs)

That was an interesting point, about calories and taste. Tell me more

1A: Was it me that said that?

1B: Well, well typically taste comes from

1D: (Interrupts) Sugar

1B: Either fat, or from sugar. And both of those add to the calorie, calorie count

1C: Hmm (in agreement)

1D: Unless you go for an artificial sweetener

1B: Yeah

1D: But, when you're already having that in every other thing throughout the day... tend to avoid it really

1C: I guess

1D: (Interrupts) actually, cereals don't come with artificial sweeteners do they?

1B: Not usually, no. Cause they usually have a huge thing on saying no artificial flavourings or whatever

1D: Hmm (in agreement). Maybe they, maybe you're better off with an artificial one

1B: (Laughs) Yeah, with artificial flavour, sugars in them

1D: One with, with a bit of stevia instead of

1B: Instead of sugar in it

1C: I think it would boost the cost a lot though wouldn't it? Cause sugar is so cheap. And, whereas stevia is expensive. It's more expensive to manufacture

1B: (Interrupts) Yeah but they, they, they can, they can make things like Diet Coke and Coke Zero and things like that

1D: Aspartame?

1B: Is that what it is?

1D: It's in that yeah

1B: Yeah, can they put that in cereal?

1C: Yeah, I guess so

1D: Can they? That could be a point that you could make. We want an artificial sweetener

1B: Is that, is that, is that gonna be one of those things? Is that gonna be one of those things, in 20 years we're gonna find out that it's carcinogenic or something like that?

1C: (laughs)

1D: Technically you could buy a very low in sugar cereal though, and add your own artificial sweetener. You can

1B: What, can you just buy aspartame then? In a tub?

1D: I don't know. Well, what's the one you can get? Splenda?

1C: You can get like, yeah

1B: Splenda

1D: What's that?

1C: I don't know what

1A: What's Canderel?

1D: That's aspartame I think, is it?

1C: No

1B: That's, that's artificial isn't it? That's a sweetener

1C: They're all similar kind of artificial things

1D: Fructose?

I'll get back to you at the end about that one

(Conversation veers to other topics)

Okay so let's talk about advertising

1A: Oh yes

What are the different ways that cereal is advertised to children?

1B: Well, television

1A: The adverts are usually cartoony. Like Coco Pops definitely

1B: Yeah. Got that bloody annoying monkey on it

1C: This has got like a superhero

1A: Yeah

1C: So it makes you think oh I can be a superhero too if I eat this cereal

(Laughter in the room)

1A: (1C), Maybe you

1C: Well children, children are impressionable

1D: Oh lord, (1C)

1B: Oh, bless (laughs)

1C: Yeah like, and it's got an, its electric guy. So it's like he's got a lot of energy for the day

1A: ...

1B: See look at him, he's jumping

1C: Cause he's eaten the cereal, so he's a superhero

(Conversation veers to sweets, TV and weather)

1D: So advertising is, I think, aimed at children. I don't think there's as much advertising about cereals as there used to be 15 years ago, do you remember?

1B: It depends on the cereal

1D: Every other ad though was about Coco Pops or

1B: Well I think that there might be something legal now about them having to, I don't know, impressionable children and things like that

1D: Maybe. Yeah I don't think you're allowed advertise as much for kids here

1B: Yeah, when it comes to, yeah you know, particularly unhealthy, unhealthy things

1A: You don't really see a lot of food adverts nowadays do ya? To be quite honest

1C: Hmm (not sure)

1B: Possibly for the same reason

1A: I don't know. You used to always see, like

1D: Advertising is expensive, and, doesn't. I can tell you in particular it doesn't get as big a market as it used to because a lot of people skip on the ads now.

1B: (Laughs) Netflix

1A: Hmm (in agreement)

1B: Also, it depends on the cereal. You know. I can't imagine too many

1A: (Interrupts) I don't think you ever see things like Shredded Wheat advertised now

1B: No. I can't imagine too many child based adverts for Alpen

1D: It keeps hunger locked up till lunch. Maybe we don't see ads anyway cause we we're skipping em forward

1B: I don't know

1A: I don't remember seeing any anything like that for a long time, even skipped through

1C: Maybe because you watch BBC too much

1B: I do, I do, I do remember seeing an advert for Alpen relatively recently. But then that's a healthier cereal

1D: On mountains and stuff like that yeah?

1B: Yeah but It's like... stuff like that. And It's got, and it had a creepy dude in it

1D: Uhuh (in agreement)

What about the advertising for the free things? Like those seeds, and books on that one. Would that influence you?

1A: Like, to be fair, when I was younger, I sometimes used to, It sometimes used to influence my decision on what cereal I got if the prize was good in it

(General agreement)

1B: Or there used to be one where it was like collecting book tokens for schools and things like that

(Agreement)

1D: Well, if I was a parent and the grown-ups go free thing, I would definitely buy one, at least one box to get this, this label. And then, you buy one, and you might realise you like the cereal and buy it again then. So, having something like that on. Cause if you're going anyway, you definitely, you wouldn't go without one of these vouchers would ya?

(Participants joke about tokens and theme park queues)

So at the supermarket they are coming out with all of these different ranges in each brand, such as this goldren syrup Weetabix. Would that influence you to buy?

1C: Yeah. To me, yeah. Because I know I like the cereal, then I get a bit bored of it after a while and I think oh that's nice trying a different flavour of it

1B: Yeah I'd, I'd try, like you know, I've tried the chocolate Weetabix ones before, and the banana ones that you said...

1C: Yum

1D: Rice Krispies have never branched out, you see I'm an avid Rice Krispie eater

1B: (Interrupts) I would like chocolate Rice Krispies or something

1D: I suppose they're Coco Pops

1B: Yeah I suppose they are

1A: You see I'm very, I'm very a creature of habit. I don't like when they bring out new variations. What are those new Coco Pops called?

1D: Coco Rocks. They were rotten

1A: Coco Crocs

1D: Coco Compters, yeah

1A: They were vile

1C: And they have like a multigrain one don't they?

1D: Yeah

1C: A wholegrain one

1D: Yeah, Coco Cops have got quite a bit selection actually. But they, they don't...

1A: (Interrupts) Honey Nut Loops. That was one that I used to buy. But again, sweet

1C: They were nice

1A: Now they're called Honey Loops

1D: Nesquik cereal. I used to like those

1A: Nesquik or Cookie Crisp

(Participants voice their appreciation for Cookie Crisp)

1D: You see toffee, you can get Toffee Crisp cereal

1C: What?

1A: Yeah

1D: The kids in school get, some of them have mentioned Toffee Crisp cereal

1A: That's like full of chocolate

1D: It's meant to be, it's meant to be horrendously bad for you

1C: Like them Lion cereal, have you seen those?

1A: Yeah

1B: Hmm (in agreement)

1C: They look nice

1A: It's the same

1D: Like lion bar?

1C: Yeah

1B: So it's like chocolate bars are coming out with their own versions of cereal or something?

1D: Yeah

1C: Oh, have you tried Crave? Hmm they're nice. Chocolate

1B: Were, where is there like a Dairy Milk cereal?

1A: I think, I think that those kind of ones like Lion cereal and stuff. They're aimed at like teens

1C: Yeah

1D: Yeah. Yeah, rather than small, small kids

1C: That don't care what they eat

1B: Yeah, but where's the Dairy Milk cereal? And the Twirl cereal? (laughs)

1D: See that I'd try

1B: Yeah

1C: I would. For dessert

1D: Yeah, I probably would, yeah

1A: How come?

1D: Cause it, cause Cadbury's is a brand I trust. If they teamed up with like Kellogg's, which is another brand I trust, I'd definitely go for it, I'd give it a try

1B: To be honest they are probably owned by the same people now

1A: They'd be very sickly

1C: I think you could have it for dessert or something, like a treat

1B: Or Kellogg's could go in by themselves. Sitting under Cadbury's influence. Cadbury probably have a cereal manufacturer somewhere in their repertoire

1D: Diet Coke cereal. That'd be next. One of them

1B: (laughs)

Would anyone eat that? (Smart Price Corn Flakes)

1B: The Corn Flakes? With lots of sugar, yes

1A: Well, yeah I would do, like

1C: Would you choose it over

1A: No I wouldn't choose to buy it, but if that was all that was on offer, then I'd eat it

1C: The thing is, when I've had

1B: (Interrupts) or if, or if you're on a budget

1C: When I've had the cheapo

1A: (Interrupts) I wouldn't eat them, I wouldn't eat them Multigrain Hoops

1B: No

1A: That doesn't rock my boat at all

1D: I feel, I've been disappointed by that... in the past

1B: Too much like

1A: (Interrupts) rock my boat, float my boat...

1B: (laughs)

1C: The cheapo ones are like really tiny, they're little grains

1B: Too much like Cheerios, and I don't like those anyway

1A: And I don't like, no I don't like them. I don't like Ricicles either...

1C: Oh, I hate those

1A: They trick you. You think they're gonna be real sweet and they're not. I don't know what it is about them

1C: They are sweet, they're just disgusting

1A: Horrid. It's not, it's not the same kind of thing as a Rice Krispie is it?

1D: No

1A: A Ricicle

1C: No

1D: Similar though, it is kind of, I suppose

1B: Yeah

1A: But it's something different

1C: It's like encased in sugar

1B: Just cheaper. Just cheaper, so

1D: I like them

Do ya know when you used to get those straws, where you could suck the milk up, that changed colour?

1C: Yeah

1B: Ah, yes

1C: And the Nesquik ones, the spoons, used to change colour. Nesquik cereal

(Conversation veers to milkshakes and TV adverts)

Okay, so we've talked about what we'd like to see in cereal. What would you not like to see?

1C: Sugar

1B: Diet Coke

(Laughter in the room)

1D: Yeah

1A: I think that the, I think it's getting very difficult nowadays for cereal brands to try, to bring more innovation

1D: It's all there

1A: It's all there. So all they're able to do is change the

1B: Ingredients a bit

1A: Not even necessarily that

1D: Flavours

1A: Because there's Coco Pops. They've got Coco Pops and then they've got different shapes.

1C: The range?

1A: The range. The only thing they, cause they, the Coco Pop brand, if you change something about it then it's not Coco Pops is it? So

1C: People wouldn't like it, would they? They'd be like eww this is different

1A: No, so they can only change certain things. But I think the market is quite saturated with different types of cereals. I don't really think there's much room for a new cereal? What, what could you make that's new?

1D: No, I'm getting a bit fed up of them all actually. I don't need, I don't need to see any new cereals

1C: I think if you made a really healthy cereal, then I think it wouldn't sell. Like people wouldn't want Coco Pops but a healthy version.

1A: You can get like granola

1B: Well it depends

1C: (Interrupts) Granola is full of sugar though

1B: It depends on whether they can make Coco Pops healthier but still taste exactly the same

1C: Yeah, you could

1A: The only thing yeah, the only thing that you could do now is take

1B: Yeah that's the innovation

1C: In an ideal world

1B: That's the innovation

1A: An innovation would be taking something, and making it taste the exact same but healthier

1B: But healthier, yeah

1D: Yeah

1B: I think that's the only way you could change anything

1D: I think yeah, that's what we'd all like to see

What would you not like to see?

1D: Oh yeah that was the question

1B: Tastes the same, but unhealthier (laughs)

1A: I wouldn't like to see it unhealthier, and I would also not like to see them disappear from my shelves. The ones I like

1D: What kind of product would you not like to see though?

Well I don't like those like Toffee Crisp cereals and stuff like that

1A: To be fair I, I don't really agree with those. I don't agree with like chocolate based ones like that instead of like chocolate coated. You may as well just eat

1B: Really? I do

1D: If you're having them

1A: They're sickly

1B: (Interrupts) I know, I like them

1D: They need to be, like (1C) said, a dessert, or a treat. They should not be a breakfast cereal that is something you have every single day. They're okay as a treat, an occasional treat

1C: And that's the kind of thing. It, people associate cereal as something you eat for breakfast every day

1D: That's healthy

1C: Yeah, that's healthy. So even if they have an unhealthy cereal, they wouldn't have a chocolate, well, they might not. They might think a chocolate bar is unhealthy every day, so a way to get around it is they have chocolate cereal. Which is the same thing

1B: I'm fairly sure when they said that breakfast is the most important meal of the day, they don't mean Lion cereal

1C: Yeah

1B: But something, something else. Toffee Crisp cereal

1D: But, in fairness, If you've got, if you were a, you'd probably be better off having a bowl of something like that rather than a chocolate bar.

1C: Yeah

1D: A chocolate bar isn't going to fill you

1C: Why?

1D: And you're gonna go for a bag of crisps afterwards...

1B: I tell you what, I'd end up having some Oreos

1D: So maybe the cereal is better as a snack. But it's not something that should be eaten every day

1C: Yeah, because I think people think oh I've just had cereal for breakfast so I can have a chocolate bar, cause I've only just had cereal. When really they might have had a really unhealthy cereal, so

1D: Yeah. You do, you do assume, with cereals. You do associate them with being healthy. I think kids, it doesn't matter what cereal it is, as soon as they hear the word cereal, it's, it's healthy

1B: Maybe they should, maybe they should have on, on the front then. Instead of just like the traffic lights and the quantities, just say something like 'a bowl of this cereal has as much sugar as this bar of Dairy Milk'

(General agreement)

1B: A bit more comparisons rather than just actual you know, flat figures

1D: Hmm, maybe

1C: That would be a good idea

1D: (Interrupts) do you know what would be fantastic?

1B: ...Well, it would be allowed, but I don't think that they would ever agree to it

1D: In a dentist surgery I was in the other day. They've got a display board with the amount of sugar, in cereals. So they've got like the boxes

1B: Did they have little bags of the actual sugar in it?

1D: And the little bags of actual sugar

1B: Yeah

1C: Oh

1D: They do it for drinks and stuff like that. If you saw something like that in a supermarket that would massively influence your selection of cereals. So something like that would be good to have if you were trying to make people a bit more health conscious.

1B: It, it would have enforced to do that

1C: Yeah, cause it would affect sales

1D: Well, I mean

1B: I doubt they would, I doubt they would do it voluntarily

1D: You know, it would be no skin off Tesco's nose really. Cause they're still gonna sell a product. It doesn't make so much of a massive difference

1B: Well it will depend on the, it will depend on the contract routes they have with Kellogg's and stuff like that

1D: Yeah they won't be able to

1B: Yeah

1D: But

1A: Will they get, they will probably get better

1D: They shouldn't be in cahoots with Kellogg's really should they? They're just a

1B: (Interrupts) they aren't in cahoots. They're selling their product for them

1A: Yeah, but they would more, be more interested in selling their own brand product.

1D: Possibly

1A: They're gonna get a better mark up from that. A better margin. Profit margin

1D: Yeah

1B: It depends. It depends, cause legally they'd have to do it for their own as well.

1C: Yeah

1B: Otherwise that's just unfair marketing. So they can't just do it for Kellogg's and then and then not do it for their own, so that people go for theirs

Well that's a good point. What do you think would happen if that was legally enforced in supermarkets, and they had to show the amount of sugar?

1D: Then the sales of really high sugar products would massively go down

1B: Plummet

1C: But I, I reckon that people of a, a lower class, or lower socio-economic class, would still go for the high sugar cereals. Because they wouldn't really care about their health. They just would, they would care about something that maybe would be cheaper. A cheaper product or

1D: (Interrupts) Yes, yes and no

1C: Something that's gonna keep their kids quiet, or

1B: Possibly, but on the whole I still think, ya know, they would go down quite a bit

1C: Yeah

1C: Yeah, I think the sales would go down quite a bit, but I think we'd see certain, a certain class divide. I know we see, we see it as it is, but I think we'd see it even more so, where lower income families would be even

1D: (Interrupts) my sister isn't classed as lower class by any, any manner of means and, and she's not uneducated. But, when it comes, oh she's got four kids. And when it comes to keeping the kids quiet, she's letting them eat something, it doesn't really matter what it is. So she gives the kids Coco Pops, when I wouldn't give my kids Coco Pops. But she gives them this, and I'd imagine, if she saw those bags of sugar hanging on a wall, and Coco Pops is all the way at the top of the list, it would really have an impact on her. She would visually just see how bad it actually is...

1B: Yeah, sales of Corn Flakes go up, Frosties go down

1D: Yeah

What do you think the food industry would think about this?

1D: Well they'd have to adapt

1B: Yeah, if it

1D: (Interrupts) adapt or die

1B: If it was legally enforced then they'd probably try and reduce the amount of sugar that they put in

1D: Yeah

1B: Or go for artificial sweeteners

1D: Yeah

1B: Because I think they would plummet

1A: (Interrupts) But why would they not do that anyway? Why, why aren't they doing that?

1C: Cause it's cheaper to manufacture

1D: And, everything's blue (laughs)

1B: Yeah

1D: Blue

1C: It's cheaper to manufacture with sugar than it is with artificial sweeteners

1B: Yeah cause it, it means that they can also put on huge, huge signs all saying no, no artificial flavours or colours or whatever

1A: But they don't mention about sugar

1B: No, because

1D: (Interrupts) this blue is very inoffensive isn't it? That's a really good strategy this is

1C: Hmm (In agreement)

1B: But if they had, if that had to put on about the amount of, the amount of sugar, then suddenly they'd take off those big signs saying no artificial sugars or sweeteners, take out the sugar and put in sweetener

1D: Sweetener is all right

1C: And then say no sugar (laughs)

1B: Huh?

1D: Sweetener is all right

1B: Yeah, but, I think people would rather have, people would rather go for the artificial things than go for sugar

1D: Yeah

1B: Whereas now they don't mind putting sugar in because then they can have huge banners saying nothing artificial

1D: Yeah

Right we've got a little portion size thing for you to do

(Bowls are handed out and participants discuss what might happen)

Pour me out what you would have

1C: What, on a typical day, or when I'm starving, or

Just on average, an average day

1D: I'm gonna eat these after, see what they taste like

Oh I've gone overboard, take some of yours out. Take some of yours out of that first.

1A: How much?

1D: That's probably, there, that's probably right

1C: You want more now?

1D: I don't, I don't

1A: (1D), you eat that much

1C: (Laughs)

1D: No I don't, the bowl is really deep actually. That's probably more like it

1B: (Laughs)

1C: Yeah it is actually quite a deep bowl, but I guess it's a generic bowl isn't it, so

1D: Now that's about right

1B: Okay so

1A: (1C) (laughs) (1C)'s got like...

1D: She's still over, she's still over 30g there I reckon

1B: She's still got half. She's got half the

1D: I think you're gonna be about 38g

1C: I reckon I'm over as well. But that what I, visually I'd want

1B: yeah

(Participants discuss the taste of the Corn Flakes and liken them to the taste of communion wafers while researcher weighs out the contents of the bowls)

Right, 35g for (1C), 50g for (1D), 60g for (1A), 80g for (1B)

1D: Well that's good, that's going to be about right if a portion is 30g

1C: No

1D: Typically they could get away with probably my size portion

1B: I'm having nearly three times the limit

1C: I don't even still think...

1D: I was going to eat them with milk and sugar but they're disgusting

What would you give to a child?

1A: I wouldn't give them these. They're punishment

(Laughter in the room)

1B: Wash your mouth out with cheap Corn Flakes

1D: I would probably give about that much. Depends on the age. I'd give (A) that much, I'd give (R) less, he's three and a half

1B: I'd probably

(Participants joke about using cheap Corn Flakes as a form of punishment)

1D: I would give quite small portions to kids

1C: Please can I have less

1B: Probably about half that

1D: And let them go back for seconds rather than having large portions all the time

1A: Make them have it without milk. Without milk and nothing else, just eat them like this

1D: If you're hungry you'll eat them

(1A), (1C), what do you think?

1C: The thing is with a child I'd want them to be a growing child. So I'd want them to eat

1B: (Laughs) But you want them to grow upwards not outwards

1C: Yeah (laughs)

1A: I'd probably put in a little bit less than I'd put in my bowl

1C: Yeah so, I think maybe a bit, yeah, maybe a bit less. Maybe about 25g, so

1D: 25g? (shocked) What size child?

1B: What evil

1C: Well if it's a, a primary school, a young primary school child

1A: (Interrupts) one of them boxes is 30

1C: Well 30 then, but I mean. Don't make me feel bad. I've not got a child, I'm not going to under feed them

(Laughter in the room)

1D: Well I used to have

1A: Starve them

1D: Starve your child, but she wants them to have loads cause they're growing

1A: Your child will be the one that sits in the playground at lunch begging

1C: Yeah but they can have fruit on it as well. They don't just have to have cereal. They can have a bit of cereal and fruit on

1D: Oh, cause you have time in the morning to prepare fresh fruit

1C: You just get a banana and chop it up, easy

1D: You still, you don't have time. You've got three kids

1C: I always have time

1A: No, you don't have time

1C: I have time myself

1A: Yeah, but you. Yeah, but time for yourself and three kids?

1D: Dressing three kids and getting them ready to go out the door, and yourself

1B: Including you, including you

1C: I think chopping up, I think chopping up a banana would only take about a minute of my time

1B: A minute?...

1C: Less than that even

1A: She should have, she should look after (L)'s kids for one day

1D: Parents, parents generally are in a rush. So a parent is not going to weigh that out

1B: No

1D: Right, especially a working parent. They're also not going to give the child different courses, like fruit and stuff. Real, realistically, they're gonna horse a load of cereal in a bowl, probably about (1B)'s amount cause they want the kid to eat loads. And then go about doing five other jobs, cause chances are with three kids they'll all be eating different ones. 'I don't like that one'. So you'll have to get another one out, and you have to make pancakes for another.

1B: Cereals, yeah

1A: And you won't let them pour themselves because they'd probably fill it right up to the brim like I used to do

1B: Overflowing

1A: And then put the milk on and you'd like, it was all spilling out

1B: Well especially with Corn Flakes and it always hits that Corn Flake doesn't it and sprays all over the place

1A: (Laughs)

1D: So in real terms if you were like to be realistic

1A: I'd probably give them about that

1B: Yeah, I would aim for something about, around (1D)'s amount

1D: Yeah, same. I depends on the age, I guess. (A)'s age probably yeah

1B: Ideally, about that amount, but it will probably end up to be more like that amount, more like mine

1D: It depends how quick, how much in a rush you are I guess

1B: Yeah

1C: I wouldn't weigh out my child's, but I'd weigh out my own. Like my child's I'd just look at it, and then. Or you could just say 'is that enough?' And if they say no then

1A: No because they'd be like 'no'. They always want more, and then they won't eat it

1B: More

1C: Pour a bit more in. I guess with that you can afford for them not to eat it all

1A: Can have a box a day

1B: You would need a box a day

1D: Again it depends on the child though. Some are really good eaters and then others are terrible eaters so

1C: You could get around it with fruit though can't you?...

1A: (laughs)

1D: She's not letting up with this one now is she?

1C: My child is going to have fruit, I don't care

1D: The thing is it has to have fruit, like, because kids have to have healthy lunch boxes nowadays anyway. Chances are you will have, it will be taking fruit

(Participants discuss lunchbox regulations and how times have changed since they were young)

So going back to fruit. Would you give any fruit at breakfast or would you just give cereal on it's own?

1B: If they would eat it

1D: Depends on, depends

1C: That's it though. You could give them the fruit, but you'd try yeah

1D: You'd try to yeah, you would try

1A: You'd offer it yeah

1B: If they'd eat it they're more than welcome to have it. But it's a child

1C: Thing is if they don't, if they don't eat it you don't want to waste it as well. Especially every day if you're trying to give fruit and it's quite, if you have ready prepared fruit as well it's quite expensive isn't it really?

1B: If they're very fussy you'd rather give them something that they are going to eat

1D: That they're guaranteed to eat

1B: Rather than starve them

1A: That seems to be what parents are more fussed about. Like if they, they've gotta pack their child off to school and it's playing up cause it won't eat the cereal. They literally wanna give it something cause they don't wanna send it out with nothing, so even if it's anything they can get down the child. Whether it's toast of whatever, they're just gonna try and give them something so they're not

(General agreement)

1D: (Interrupts) and that's why generally they let them pick out their own breakfast cereals, and don't care what, what's in it because

1B: (Interrupts) because they know they're gonna eat it

1D: They want peace, and they want their child going to a school with a full belly

1C: Especially though

1B: (Interrupts) yeah, they don't want the child starving to death

1C: If a child's like having a tantrum saying they want the cereal in the middle of the supermarket you're not going to be like 'okay no we're not going to have that', and carry, carrying on with the tantrum

1D: You wanna have these lovely bran flakes

1A: Out of all foods, breakfast cereal is the most emotive with a child

1B: Yes

1A: And a child usually dictates what they have

1C: Yeah

1A: Because otherwise they will, they won't eat it. It's the one thing that the parent doesn't have as much control over

1D: It's true actually, yeah

1B: They don't usually go crazy over Birds Eye or something do they?

1A: No

1C: Like, yeah, cause say if it's a chocolate bar, and the child wants that, you'd be like 'no, sorry you can't have that, it's bad for you.' But if it's cereal you're not necessarily gonna say 'no sorry you can't have that it's bad for you', you're gonna be like 'okay yeah you can have that'

1B: It's not as bad for you as the chocolate bar you just picked up so

1C: Yeah

1D: Yeah

1A: But morning is the time when most people are very rushed and very busy, so if they, they're just gonna want to get something that the child will eat, they're guaranteed to eat

(General agreement)

I think that's it.... So we have covered how you choose your breakfast cereal, advertising to children, packaging, health messages, ingredients, nutritional information, portion size, cartoons, busy mornings, artificial sweeteners, chocolate. Have we missed anything?

1A: Who makes Weetabix?

1D: Nestle is it?

1B: Weetabix?

1A: Ah

1B: Weetabix are Weetabix

1A: Cause I was gonna say out of, in terms of brands, the cereal market isn't really that saturated, in terms of brands. The leading brand is Kellogg's

1B: Yeah

1C: Yeah, yeah

1A: You've got Weetabix, you've got a few that are actually, Weetabix is known for Weetabix, like they just have like the pretty much just have the one product.

1C: Yeah

1A: But, other than that you, each supermarket or whatever has their own

(Conversation veers to chocolate)

END

Focus Group 2

Starting off let's go round the table. All say your name, just for the purpose of the recording so that I can recognise your voice, and your favourite breakfast cereal.

(Participants introduce themselves)

Right, so we're not going to go around the table any more so just jump in the conversation whenever you want. So tell me what you look for when you're choosing your breakfast in the supermarket

2A: If it's on offer

(Laughter in the room)

2B: ...I avoid dried fruit because I know there is loads of sugar in dried fruit mostly. So if even if it's muesli, muesli, you will just get the sugar mostly from the dried fruit. I, even if I can buy it I pick them out. So, but yeah it's mostly that section I think I look at, I never look at this type of section (children's cereals)

2C: I look at sugar and fat information

2D: I don't look at anything. I'll pick it up if I want it

2A: (Interrupts) if it looks good?

2D: Yeah

What makes you want a breakfast cereal? What appeals to you?

2D: Just the flavour. I, I don't really buy a lot of different cereal, I usually just have, buy, Cheerios. Stick to what I know I like

So does anyone ever come across any difficulties when they're trying to make a choice in the supermarket?

2B: I think sometimes when you look at the sugar in grams you don't really, exactly sure how much sugar is there. You know, how much actually sugar you are consuming, how much spoonfuls is in a gram. I know but it's not clear. The same with salt isn't it? We don't really know how much salt you are allowed daily kind of thing.

(Group is interrupted for a few seconds)

So you find it hard to understand the information?

2B: Well, because, if I tried to understand this it wouldn't tell me anything because, 11g of sugar

2A: Will you please answer

2B: What's 12%? 12% is not daily allowance of 11g. I'm pretty sure that 11g is close to, you know like maybe as a woman you are consuming two and a half thousand calories, maybe 22, 20 grams of sugar is the maximum per day? So what's 12% we need? Dunno. And also how much is 30g? You're allowed to eat

2C: (Interrupts) that's

2B: You know, out of this. I don't really know how much 30g

2C: That's the thing, I'm sure I probably eat more like 60g so I could look at something and think ah yeah you know, based on the 30 grams information that sounds great, but I, I've never weighed it (laughs) I think sometimes you see headlines like low sugar or healthy because it's wholegrain or whatever, and it doesn't, you have to properly study the box to see what the breakdown is, and whether it's actually healthy or not

2A: Hmm (in agreement)

(2A, 2D) what do you think about the nutritional information? Do you think that it's easy to understand?

2D: If I looked at it, yes. (Looks at box) Yes

2A: I probably look at it a little bit more because if I'm on a diet then I'll scrutinise the, what it says. But if I was just looking at it, I wouldn't mean much. But because I'm, probably in putting it in, I don't know, a calculator or whatever, then it makes sense, the outcome. If that makes sense, yeah?

2D: It is good that it's on the front of the box, because you don't have to kind of turn it over and you can just see like, oh yeah this is all the information. But yeah like (2C) said. It's whether you have 30g as a portion or not

(General agreement)

2C: I do like it when they have the traffic light system, but, just cause then you can scan shelves really quickly and see

What do you think about the Kellogg's traffic light system?

2C: The what?

The Kellogg's traffic light system. Like this one, where it's blue

2A: I wasn't aware of that (laughs). Did you know?

2C: Yeah, I mean it, it is sort of helpful but it takes a bit

2D: (Interrupts) longer to look at

2C: Yeah, cause you kind of think, oh that sounds high. But then you think well it depends how many meals I have today. That might be okay (laughs)

(2A) you mentioned health consciousness. What would you look for? If you were being health conscious

2A: The, I don't look at the cereal, saturated fats? And sugars? Come on (2B). But the red obviously means it's high in the bad stuff doesn't it, and yeah

2B: But it's blue

2A: I don't know what the blue is, I've never seen blue before

2B: Yeah, I don't

2D: (Interrupts) yeah, it's not helpful that it's all the same colour.

2B: Hm?

2D: It's not helpful that it's all the same colour

2A: Yeah

And out of all the information on the packaging, what would you actually look at? Like you have got the messages on the front, traffic lights, the labels on the side

2B: I usually look at the back. What, I don't know. I tend to ignore this, always (traffic light information). I usually just look at the back. I dunno why, maybe it's just that colouring scheme or whatever, it doesn't say anything to me. Cause I don't, it doesn't, I know red would be probably danger but the rest of the colours I have no idea what they mean. What is it like, allowed or decent portions of sugar? I dunno. But I tend to look at the back. I tend to look at, if you say that it

contains vitamins I like to know how much actually of daily dose it contains and how much it contains...

What about everyone else? What would you look at?

2C: I like to look at the information per 100g. So I can get a better idea like, what percentage fat it is. Because when it's only 30g you might think it's not that bad, but then you might see like oh actually that is like 30% sugar or whatever

2B: Hmm, yeah (in agreement)

2C: And you think hmm okay. And then as well you're not sure with the 30g information sometimes they include milk in that. And then it'd be semi-skimmed milk and I use skimmed milk so it might not be actually as bad as it is

2B: ...

2C: (Laughs) It depends how much time I have to spare if I actually want to read it all or not

(2B) you mentioned vitamins.

2B: Yeah

Does anyone know what these vitamins are?

2D: There's a lot of iron in cereal isn't there? It's about the only thing I know

2C: Is there folic acid as well?

2B: Vitamins B, D and calcium, well that

2D: (Interrupts) well this doesn't list any vitamins. I don't know any vitamins...

2B: That wouldn't even convince me there is like, like a trace amount of these vitamins in there. Probably is less than a trace to be honest with you. It says 23%, what is it? Is it daily? Nutrient reference value, what does it even mean? Nutrient reference value

2D (Laughs) ...

2B: Yeah, that's something which no one will understand. It's just coming up with. It doesn't say anything to me. It's a phrase which does not say anything. I doesn't mean that it's like what is it, 25? It's saying 25% of daily dose? It probably isn't. That's why it says nutrient reference value. So yeah, I don't understand this label at all.

With the 30g serving, who would you think that was for?

2A: Yeah is that for an adult or child?

2D: (Interrupts) I'd think it was for adults, but, because it doesn't say. Because it says underneath it, the percentages are of an adult's recommended intake. But, I dunno

So what would you do when it came to children?

2C: I dunno

2D: Half it?

2C: Yeah cause like this box is all decorated with Frozen stuff like it's targeted at children. But then there's not any information on the box about recommended portion size for children. It's just like ah 30 grams. And yeah, so all the percentages relate to adults. It's quite misleading.

So what do you think about the ways that cereals are advertised to children?

2D: Well they try and entice them

2B: It's appealing how it's packaged isn't it?

2D: (Interrupts) Putting Frozen on

2C: Cause like this, what, what actually is the cereal? You know like it's in tiny letters at the bottom rice, wholegrain, oat and maize. All the kids are gonna see is Frozen cereal yeah yeah I want that cause it has a picture of people from Frozen on. And you can't even tell if they're gonna like it, I think

And how do you think that children are affected by advertising. Not just on the boxes, TV

2D: It's gonna make them want it. They're gonna want the little monkey cereal. Cause they've seen him on TV

2B: I think usually everywhere, it's not just TV. I think wherever you turn there is a trend in advertising and I think kids, kids are the easiest target for that so. They usually follow each other and wants to follow trends anyway so. Yeah, they are very easily influenced

What do you think of that (Frosties with "Dad you're grrreat" on the front)

2D: Like a Father's day cereal?

How do you think that would influence people?

2A: I don't understand what that's got anything to do with cereal (laughs)?

2C: Except children with not much money to spend on a father's day present?

(Laughter in the room)

2C: Just get a box of cereal

2B: Dad you're great like this tiger so you know

2A: (Interrupts) is he in the box?

2B: Like strong like a tiger

(Laughter in the room)

Researcher: Okay, moving onto brands. We've got economy brands, we've got different brands, what would you buy? Would you go for a brand? An economy brand? A supermarket brand?

2D: I go for a brand just because I know that the flavour's the same. I'm not very, I don't really explore with cereal. I don't really eat enough of it to try enough, so. I know that I like one so I buy it

2A: It depends which one's got the most amount of goodness? Yeah

2B: I think they're sometimes exactly the same. And you just, I think sometimes you stick to a brand because you think it tastes better. But you don't wanna try anything else. But they're not necessarily like plain stuff, they're usually similar in taste aren't they? So I dunno, I've never looked at it...

2A: But are they Frosties? With the name Dad? Yeah, that's a bit strange.

(Laughter in the room)

2B: ...

2C: Yeah, I'm happy to try supermarket brands

2A Yeah?

2C: I'll try them. Maybe not like the really cheap ones, but like the average kind of middle supermarket own ones

2B: (Interrupts) if you look that one is happy cause it's got

2C: (Interrupts) yeah, like that, yeah

2B: The value one's got, actually tells you low or medium, what the colours mean. When this one's got just blue and you don't know what it means actually.

2A: Oh

2B: It actually explains better, the value one

Do you associate different brands with anything in particular?

2D: No

2A: Weetabix sounds like is good for you doesn't it? All the wheat

(laughter in the room)

What would you say were the main breakfast cereal brands?

2C: Kellogg's

Nestle do quite a few don't they?

(General agreement)

2B: Yeah, Kellogg's are probably, Kellogg's

2C: Quakers

What about the quality of brands compared to supermarket's own?

2D: It's like (2B) said it's probably the same. They just charge more for the branded one

2B: And you tend to think they taste better, loads of stuff

2C: I know Kellogg's always say they don't make for anyone else. But I don't know that that means that the other stuff's of any lower quality

And going back to what (2A) and (2B) said about the healthiness of products. Now we have got some with statements on like vitamin D, iron, minerals, wholegrain, no artificial colours and flavourings. What do you think about products that don't have health messages? Do you think they are any different?

2C: I think everyone's so keen these days to pretend that they're healthy that if there isn't some kind of token statement then that probably isn't a good sign.

So would it affect your choice if it was a choice between a product with a message and without?

2B: I don't have enough trust in what they put on it anyway. So I go with what I know most of the time. Not rely on these statements on the box.

(Pause in conversation)

Who actually looks at the ingredients list on the box?

2D: No

2A: No, not on cereal

2C: Just cause it doesn't really mean anything

2A: I know the children I looked after once actually preferred the you know, not the main brand ones, the

2D: Generic ones

2C: Supermarket?

2A: Yeah

So if you were to look at the ingredients what do you think of them? Like have a look at these

2A: That one's not in English, is it?

2D: Well, these haven't got a lot of ingredients. Which surprises me, I thought there'd be more ingredients than that

2C: Yeah, I think

2D: (Interrupts) but half of them are all like chemically sounding things anyway

2C: It sounds good if there aren't as many ingredients, but I don't actually know

2D: See, the Coco Pops, where it's got ingredients, it's got like a separate thing for vitamins and minerals. Well it lists a lot

2B: They all do. It's, it's, I dunno

2D: This one doesn't, it doesn't have anything

2B: Which one is that?

2D: Cheerios

2A: There's no ingredients?

2B: It doesn't have anything at all?

2D: No, there's no vitamins and minerals in it

2B: No

What comes to mind when you think of cereals that are for children and cereals that are for adults?

2C: Sugar (laughs) in the children's ones. I think they're often quite artificial

Anyone else?

2A: Adult ones can look quite boring

2B: (Interrupts) I think they're more addictive, these type of things. Especially for children

(General agreement)

What about that one? Would you call it an adult's or a child's cereal? (Crunchy Nut bites)

2B: ...It says grown-ups on...

2A: Then you think is it nuts? Can children have nuts?

2D: No

2B: I don't know

2C: I'd say adult

2A: Yeah

2B: It wouldn't strike me as a kids' thing. More like a teenage maybe, teenager

You've got so many different variations these days. Like Coco Pops mini crocs, Crunchy Nut bites, and those Cheerios have tried to, have gone low sugar

2B: Tasty and crunchy

Do you go for these different variations?

2D: Not really. Although, a free spoon, that'd entice me to buy something

2B: (Laughs) so did I. Thought the same thing. Hmm free spoon

2D: Yeah. And that's being completely honest. I mean, I'd buy them to get that free spoon. Yeah, personalised as well

2C: And I think I like to try things if it says new, and sounds exciting. Cause often that means they'll be on special offer, so

Are you likely to go for special offers?

2A: Yep

(General agreement)

2C: Well cereal can be quite expensive so it's exciting if they're on offer

(General agreement)

2D: I think the thing with cereal is, because they're so big, if you're buying it and you don't like it you've gotta like an entire box of cereal then that you're just like oh well no one's gonna eat this. So I guess like the mini, cause they do mini packs don't they, like Variety packs. I guess they're quite good for things like that

2B: Hmm (In agreement)

Everyone agree?

2B: Yep

(Pause in conversation)

And what do you think about the price?

2B: How much are they?

2A: I think they're quite expensive aren't they? Cereal

2C: I think so

2B: Are they?

2C: I think if you were just having 30g a day then it would be all right cause it would last a long time. But because I don't then they're quite expensive

2B: I mean that doesn't fill you up so you have to eat like a proper bowl of cereal

2C: Yeah

2B: Of this every morning, to full, filler, fuller you, don't you? It's not something which is going to stay in your stomach for a long time. So how many, so how long can you buy a box like that? How long does it last you?

2D: I literally, I just have it on like Saturday morning, cereal. So, prob, like, a couple months it lasts me

2B: Okay

2D: But if you're having it every day it'd probably only last like a week and a bit maybe?

Does anybody measure their cereal?

2D: No

2C: I did think about it once. But then I thought it'd be a bit depressing

(Laughter in the room)

How do you decide what you're gonna have? How much? What influences you?

2D: It depends how hungry I am. How full the bowl gets

2C: Yeah, and sometimes I'd mix a few cereals so then

2D: Oh look at (2C)

(Laughter in the room)

2D: Adventurous

2C: Probably about 30g of each, so

Cause they can be a bit repetitive, or you know, a bit dry. Yeah, you know

We're going to do a bit of a test

(Researcher passes out bowls and participants discuss the bowls between themselves)

2D: You're gonna ask us to pour 30g now aren't ya? And we're not gonna have a clue

Pour out what you'd normally give yourself

2B: Okay

2D: What we'd normally give ourselves?

2B: That much?

2A: (2B)'s bowl isn't big enough

2B: Huh?

2A: Your bowl isn't big enough

(Participants discuss the bowls and the corn flakes)

2D: See I don't judge it until I pour the milk in, and then I'm like yeah

2A: Put more in don't ya?

2D: Good quantity

2B: (2A)'s lying

2A: I think I probably am actually. Shall I? Let's put some more in

2D: She's put like two corn flakes in

2B: I mean, you would be starving in two minutes if you would eat just that wouldn't you?

2D: I know

2A: A bit more in

2D: Oh dear

2A: Yeah, that's a decent amount

So do you think the shape of the bowl affects how much you have?

(Participants all agree)

(Participants chat while pouring out their portions)

You can have a taste of it if you want. What do you think of this, Smart Price Corn Flakes?

(Participants discuss the taste of the Corn Flakes)

2D: I think if I was served that I'd put sugar on them. Personally. They don't really taste of anything

Does anyone else put sugar on their cereal?

2A: No

2C: No

2D: I would if I was having those

2B: I put honey sometimes

2C: Yeah, I think these taste like normal Corn Flakes

2A: I put syrup in my porridge

2D: Yeah, I put syrup in my porridge

So, the general consensus is just to pour it in a bowl. If you were to work out using the box, what a portion was for an adult or a child, do you think you would have any difficulty?

2D: What, trying to pour out 30g with no

2A: Is it with or without milk, the 30g?

2B: I wouldn't have idea at all

2D: (Interrupts) I suppose you would just have to just judge from what the full pack size is and then just be like right what's like a fifth of that or whatever?

2C: Oh yeah, it says

2B: (Interrupts) and this doesn't specify is it with milk, or without, or is it for a child, or an adult

2C: This one does at least say that there are 11 30g servings in the box, so you know, you're aiming for an 11th. Which isn't that easy to calculate

(Laughter in the room)

2B: Doesn't make sense

2A: I'd measure out the 30g, but is it for an adult or a child? Don't know

2D: Oh yeah, this one says 30g with 125ml of milk

2A: Oh right

2B: Well then you don't know if it's for per adult or. You'd think it means per adult

2C: Yeah

2B: So we wouldn't know how much to give to a child.

I don't think any of them put any of this information on for. It's better for a person to know so they can just use the box within three days or whatever

2A: Yeah, buy some more

2B: Then buy a new one. Thinking oh I'm following the guidance and put, putting like, measuring out 30g and it turns out you're feeding the kid an adult portion of sugar and everything else

So you talk about sugar. Do you think children's cereals are generally quite sugary?

2D: Yeah, I think so

2B: It's one of the worst foods

2D: Yeah. Cause I think most kids are quite picky aren't they? And it's hard enough to get them to eat anything. And if they don't like it

2C: Hmm (in agreement). I know, cause a lot of kids don't like having breakfast too so... Parents might bribe them a bit with something kind of sugary

Okay, I think that's it. Has anyone got anything else to say about breakfast cereals?

2D: No

So, what have we talked about? Nutritional information, ingredients, sugar, advertising to children, brands, packaging, supermarkets. Have I missed anything?

2A: Price. We said price didn't we

Price, yep. Okay, so does anyone have any questions?

(Talk moves onto what the researcher has for breakfast)

2B: So what's that think I was looking at on the label, what does it mean? Nutritional whatever. Something value

2C: Which label?

2B: The one we were looking at earlier. The one we didn't understand

2D: That one

2B: That. Nutrient reference value

2D: Yeah, I've never even heard of that

(researcher briefly explains the information)

2B: Yeah. I couldn't believe that they don't include this in there. For a portion

2D: I'm quite shocked that this doesn't have any vitamins in it

2C: That's really weird when it's such a big family brand, isn't it?

2D: Yeah. I thought, I always thought like oh yeah I'll have some cereal and it's like you know, iron

2C: Yeah

2D: There's no iron in it

2C: I thought it was actually like a thing, like

2D: (Interrupts) Unless one of those fancy words also means iron

2C: None of them sound like it do they?

2D: No

2C: I actually thought it was like a thing that they had to have additional nutrients in cereals

2D: I did

(Talk moves to soggy cereal and school memories)

END

Focus group 3

Let's start with an easy question. Tell us your child's age and their favourite breakfast cereal

(Participants introduce their children)

Okay, so how do you decide what breakfast cereal to choose in the supermarket?

3A: I ask my child as half the time if I pick I will get it wrong

3B: He doesn't really like any others apart from Coco Pops so it's not a hard decision

3C: Just what I liked to eat as a child he has the same

3D: I normally let (H) choose unless it's too sugary then I guide her to something else

(Participant jokes that they said the wrong cereal as their child's favourite)

Okay, so your children have quite a bit of influence over your choice? What influences them?

3D: What influences her is the picture on the cover I think

3B: Sugar and chocolate taste

3A: He's had Weetabix from a young age so think he's always had a taste for them so sticks with it

3C: Chocolate taste

3B: He doesn't like milk either so these taste ok without milk

Would you say they are influenced by advertising at all?

3B: No not really

3A: Occasionally he would look at other cereals and we buy them but after one bowlful he's not interested

3C: Yes, if the box was Minion or Frozen he would pick that one regardless of what was in the box

3A: (Thumbs up in agreement)

3D: She last picked Kellogg's Frozen (she's) definitely influenced by advertising

3B: Don't take him food shopping

3C: (Laughs)

3B: He throws stuff in trolley that we don't need

So when you are shopping if it was the choice between an economy, supermarket or branded version which would you choose and why?

3B: Probably supermarket unless brand is on offer

3D: I would try and buy supermarket brand as they all taste the same just a cheaper looking packaging

3C: Branded because we know he likes the taste of them and not tried others

3A: Branded as I know my child would prefer it and would know if it wasn't the branded

What do you think about the difference in quality between cereals that are branded and ones that aren't?

3A: We've never tried unbranded so I wouldn't know

3C: Less taste

3D: I don't think there is a difference in quality the supermarket brand taste just as nice as branded

3B: Some cereals are ok that are supermarket and some def have to be brand, just a case of trying them

3A: But I'd say less taste and not as good

Would you choose the same cereal for yourself as your child?

3C: Yes

3B: Sometimes I eat what he has but also have stuff in that I like

3C: Same

3D: I try to choose the same cereal so that we don't have lots of boxes in the cupboard that then go out of date

3A: Don't eat cereal

So the general consensus is for your children you would choose one (a breakfast cereal) for taste. Would that be the same for the cereal you buy for yourself?

3B: Taste, yes

3C: Yes

3D: Taste has to be the main reason

3A: Yes if I bought it

What would you describe as an adults' cereal and a children's cereal?

3A: Adults' cereal Weetabix, myself. Children's cereal Coco Pops, Rice Krispies

3B: Children's is chocolate and sugary and adults', muesli, Corn Flakes, probably less sugar ones

3C: Adults, granola, Weetabix, porridge. Children, Coco Pops, Frosties, etc.

3D: Adult, Weetabix, Shreddies, Shredded Wheat. Kids, Coco Pops, Rice Krispies, anything sugary

(Conversation is interrupted)

And why do you think they make children's cereals sugary?

3B: Cause most kids want sugary snacks and foods

3D: Taste, no child likes bland food

3C: Taste really

3A: Taste better so kids eat them

What do you think about the difference in price between children's and adults' cereal?

3A: Never really noticed to be honest

3C: Adults are sometimes more expensive

3D: Don't think there's much in it mainly pay for brand I think

3B: Not really noticed, think they are all expensive

3C: Or adults are sometimes in smaller amounts than big boxes for the kids which can be cheap

And back onto brand, when you think of different brands what comes to mind?

3B: Kellogg's

3C: Kellogg's, Nestle

3D: Kellogg's

3C: (Laughs) Jordans

3B: What's that?

3A: Kellogg's, Nestle

3C: Quaker Oats. I'll bring some for you to try tomorrow (Laughs). Like granola with almonds and raisins

3B: Okay

How much does brand matter to you?

3A: Quite a lot

3C: A lot really

3B: Not a lot as long as taste good and not a silly price

3D: Doesn't bother me, it's the same thing in the box

So (3C) and (3A) tell me more. Why does it matter to you?

3A: Cause I know if it isn't branded then my child won't eat it, and the taste won't be as good

3C: Just because I know the taste and not tried the others. So I buy what I know we will like

Okay. And before we move on, (3A), earlier you said you let your child choose in case you make a wrong choice. What would you describe as a wrong choice?

3A: Something he doesn't like. My child is rather fussy when comes to cereal

Okay, moving onto the information on the box. Out of all of the information on there, what do you look at? You can refer to the packaging if you like

3A: Just the pictures (laughs)

3C: Same

3B: Bit set in our ways with cereal so buy what I know we like, but do weigh up the prices

3D: I sometimes look for sugar content but then get over ruled by (H)

And what is she usually influenced by?

3C: Yeah if the traffic light system on some of the boxes have got any red I would think twice, but usually end up buying it anyway cause they like it

3D: What's on the packaging. So the last lot we bought was the Frozen cereal but then at home she'll choose the Shreddies that (J) bought

So what does everyone think about the traffic light labels on the front?

3C: It's a good thing, but sometimes they are not colour coded and are in blue so then not got a clue how much is usually the right amount to have without weighing each bowl

3B: Can't say I've ever read them

3D: I think it's a good idea. Too much red shows me that it's food I should avoid buying

3C: Yeah I agree (3D)

3B: Can't see much without specs

(Laughter from other participants)

Don't really pay attention to that on cereals

What do you think (3A)?

3A: No can't say I've ever really read them!

(Conversation drifts)

Is anyone affected by messages like 'vitamin D' or 'wholegrain' and such?

(All participants disagree)

Would you look at the ingredients or the vitamins and minerals that are included?

(All participants disagree)

3A: Not sure there is enough goodness in any of them to make a difference

Okay. Do you think they are easy to understand if you look now?

3C: Not really. Quite confusing

3B: Too much info to get through when you are shopping

3D: I agree with (3B)

What do you think is confusing (3C)?

3A: It's bad enough going food shopping without having to stop in an aisle and read through things

3C: Well they don't mean for example the sugar intake is for all the box. It says per grams so unless you was to weigh each portion it can get a bit confusing

And would anyone weigh a portion?

(All participants disagree)

3D: No, it's just case of how much can go in a bowl

How would you decide how much to give?

3B: A bowl full

3D: Same

3A: With Weetabix he tells me how many

3C: Full bowl for us, small for him

3B: Greedy (laughs)

How easy do you think it is to work out from the box how much to give?

3B: Not easy at all

Tell me more (3B)

3C: Not at all, unless you have scales

3A: Yeah, you have to weigh

3D: Well on the one I'm looking at, easy as it tells me 30g is a "yummy serving". So then I'd have to weigh out 30g

How would you know what's for an adult and what's for a child?

3B: Don't really want to be doing maths when all I want is a bowl of cereal. Maths is not really a strong point

3A: I wouldn't. I would just put in the bowl what he wants and then what I want if I had cereal

3C: I agree

3D: Can't. It just gives the total per 30g serving so it's the same for both

3C: I bet a normal portion we pour is well more than 30g

3D: Okay, so looking further it's for an adult so you'd have to guess for a child

(Unrelated conversation)

3A: I can't be doing with getting the scales out and weighing out portions!
Mornings are rushed as they are without adding things in

Does everyone agree?

(Participants all agree)

3D: Yes but to be honest (H) rarely eats breakfast. She has to be awake for an hour before thinking about eating anything and when she's at breakfast club it's normally yoghurt or fruit she chooses

So it can be a struggle getting your child to eat in the morning?

3B: Yeah, can be

3C: As soon as (J's) up he's always hungry (laughs)

3A: Yeah sometimes I have to rush and keep reminding him to eat otherwise he can go without breakfast! (H's) not really that bothered!

3D: Yeah during the school days. Weekends she'll eat but only when she's hungry

Wrapping it up guys, I don't want to keep you much longer

The general feeling is that taste is the most important, and getting something that you know your child will eat, is that right?

(All participants agree)

Anyone got any comments on that at all?

3D: Not always. I buy stuff that (H) has never had sometimes because it's better than what she chooses. So I buy Weetabix and she likes it but always chooses the kid looking ranges

Okay so I think that's the end of the session. Does anyone have anything to add?

(Talk moves on to participants craving cereal now)

END

Focus Group 4

Okay, starting off we will go round the circle. Just introduce yourself for the tape so I can recognise your voice, and tell us the name of your child and their favourite breakfast cereal

(Laughter in the room)

(Participants introduce themselves and their children)

Okay great. Now we're not going around the circle anymore, so just sort of jump in whenever you want. Just tell me about how you decide what cereal you're gonna pick when you're in the supermarket

4A: Price

4B: Yeah

(Laughter in the room)

4A: Whatever's cheapest

4B: Yeah cause you are, you can have like Rice Krispies with the brand, but you can also find like a cheaper version of the

4A: (Interrupts) Yeah, the own brand

4B: Yeah. If you go to like Aldi or Lidl there's always a cheaper version

4A: The kids know when it's not the same though

4B: (Laughs)

4C: Put it in a different box, it's fine

(Laughter in the room)

4D: Just print out the boxes at home

4C: It does work

4B: If it. It's usually on price or it's usually just what they want

4D: Yeah. Yeah cause they, they'll just moan if it's not right, the one that they like

4B: yeah

4A: Or what's on offer

(All participants agree)

4B: Depends how fussy they are, if you can get away with not getting them what they like

4A: Yeah

A knowing look. I'm fussy

4C: Oh, you're fussy

4A: Oh I'm fussy

4B: Oh, you're fussy?

4D: ...

So how much influence do you think the child has over your choice?

4A: It depends if they're at the supermarket or not

(All participants agree)

4C: If they're, if they're at the supermarket they pretty much get to choose what they want I guess. Cause they see it on the shelf

4A: And the boxes are colourful

4B: It depends, and if you get a free toy as well. I don't, do you get free toys anymore?

4D: Yeah, you used to

4A: You used to

4B: Yeah

4A: Some of them do like send off coupons for stuff now

4B: (Interrupts) swimming, or like swimming

Yeah they've kind of changed from having a toy in it to like a gift or swim, like vouchers for swimming or something

4A: (Interrupts) that you send off for

4B: Yeah

Like that one there

4B: Yeah. Grown-ups go free, yeah

(Laughter in the room)

4D: So now grown-ups are gonna buy that

4B: Well yeah

4D: (Laughs)

4C: If they're a child

(Laughter in the room)

4B: No, it does depend whether they're there or not. Cause if they're not there then you can choose anyway

4A: Cause they don't have to look at the box, you can just put it in the bowl and give it to them

4B: Yeah

And you talked about brand. How much does brand matter to you?

4B: I don't think it matters as much as you get older

4A: No, I'll buy the ALDI own brand

4D: (Interrupts) I don't think it matters to us, but to the kids it does

4B: Yeah, I think probably to your kid it does, but to you, when you get older, I don't think it matters

4A: No (in agreement). I'll buy ALDI's own brand over say Kellogg's

4B: Yeah

4A: Because it doesn't matter, it's the same

4B: Yeah you do find it's the same taste, but when you're a kid it's not

4A: No (in agreement) (laughs)

4B: It's not the same

4C: Kids like what they see on TV though

(All participants agree)

So they see adverts for the branded stuff and they recognise the box in the shop, and that's what they want because they've seen it on TV with the cartoon characters jumping about and

4A: Yeah

4B: (Interrupts) But now you see like. I don't remember when I was younger seeing like ALDI or Lidl, and now they do adverts now where they like test it against a brand

4A: Yeah

4D: Yeah

4B: And then they're like people prefer our brand, it tastes better

4C: Yeah but, a kid watching that, they don't care

4B: Hmm (not sure)

4A: (Interrupts) it depends if it's got an animal

4C: It doesn't grab their attention really, does it?

4B: But they're not buying it, we're buying it

4C: Yeah but when, if they're going with you

4B: Yeah

4C: They see the box, and they recognise it, and that's the one they want, and

4B: It depends now strict you are, "NO!"

(Laughter in the room)

So if it was the choice between a Smart Price version, a supermarket version, or a brand like Kellogg's, which one would you pick?

4B: I don't think I'd go for the, the very cheap one. I'd feel a bit stingy going for that one

(Laughter in the room)

4A: I don't mind going for the cheaper ones. Only on certain. I don't know, like Rice Krispies and Corn Flakes I don't mind

4B: Yeah

4A: But then when you start going up the cereal chain, like Crunchy Nut

4B: No (in agreement)

4A: Have like the fancy ones with, like this one, with the nuts and caramel bites

4B: Yeah

4A: I think you'd have to buy a brand one

4B: Yeah

4D: I suppose so

4B: I do think, I don't know. I think for me, I just wouldn't buy the cheap one. I think I'd be a bit embarrassed by it

(Laughter in the room)

4B: Buying the really cheap one, so I'd probably go for the middle one

4D: Or hide it, put a towel over it

4B: Yeah

(Laughter in the room)

4B: I'd feel like people thought I couldn't afford it

(Laughter in the room)

To buy like, a more expensive one

I think it does come down to that. Cause sometimes like, you don't want to buy the cheap one cause there is still of a, like a stigma

4A: Yeah

4B: You don't want to seem like you've not got any money

4A: Yeah

When I'm making Rice Krispy cakes I always buy the cheap ones

4B: Yeah

4D: Hmm (in agreement)

And what do you think about the difference in quality?

4A: I don't think there is any difference

4B: Not really, no

4C: It depends on the cereal

4D: There might be. Yeah, there might be

4C: Some of it's noticeable, some of it's not

4A: No (in agreement)

4B: Yeah it depends, cause you. Your cheap like, your more fancy ones that have got like granola or stuff like that, I don't think you'd go. I think you're losing like quality the cheaper you go

4A: Yeah

4B: But like your usual kids ones, I don't think there's much change when you, in price really

4A: No (in agreement)

4B: Like your Coco Pops and stuff. If they've got chocolate on, kids are gonna eat it aren't they?

4C: Yeah

4A: Yeah

I think there's a difference in adults' cereals, but not so much in kids' cereals

4B: Yeah

(4C) you talked about TV advertising, and there's there stuff on the boxes as well. What do you think about the way that cereals are advertised to children?

4C: Well I think it's aimed very much at making them recognise the brand, so that they can kick off when it's not the brand that they recognise. Like I said, they've always got recognisable cartoon characters on the front that the kids know, and they see them, and they get excited about them because it's what they've seen, so

4B: But that's usually your like, your ones that are absolutely filled with sugar

4D: Yeah

4B: Like your healthier ones, like kids can eat, could eat Weetabix, but you never really, you don't really see Weetabix advertised for children

(All participants agree)

4C: It's all you chocolate ones and

4D: (Interrupts) Coco Pops so much, all the time

4B: Yeah, Coco Pops, Rice Krispies, all them

4A: Yeah

4B: They're like, they're aimed at children

4A: And they've got animals. They've all got animals

4B: Yeah

4A: Like the Coco Pops monkey, the Tony the Tiger on the Frosties

4B: Yeah

4D: Yeah

So what would you say is the difference between an adult's cereal and a child's cereal?

4A: Health

4B: I do think adult ones are more healthier

4D: Yeah

4A: I think even the design of the box. Usually adult's cereal is very plain

4B: Yeah

4A: Whereas there's always a cartoon character or something on the box

4B: Yeah

4D: A lot of like adult cereals are like in like a pack as well

4B: Yeah

4D: It's not even in a box any more, it's like a pack

4B: It's not in like a cardboard box, yeah

You mentioned health. Tell me a bit more about that. Why do you think that is?

4B: I don't think kids would. I think it comes down to like kids wouldn't eat. They like, they prefer chocolate, so if you say like oh here's your breakfast and it's got like butts of fruit in it, that's just not gonna appeal to children at all

4A: No, they like things that look good as well as taste

4B: Yeah

4A: So if it's in the shape of a star it's better than like

4B: (Interrupts) a lump

4C: (Interrupts) Yeah, just a lump, yeah

4A: Your bowl of Alpen that you have that looks like mush

(Laughter in the room)

4B: Obviously adults are more conscious as well. Like as a child you don't think about how much sugar's in anything. Whereas as you get older, you realise that you've got to start looking at that stuff. You just like rely on your parents really, to buy your cereal. Whereas as you get older you realise you've got to actually look what's in that cereal

4A: Yeah

4B: For yourself

4A: Well, when you're an adult you'll try something blind

4B: Yeah

4A: Whereas children eat with their eyes first, I think

4B: Yeah

4A: So, I might say I know that's good for me so at least I'll try it

4B: Yeah

4A: And if it tastes good after that then that's okay. But children will just look at it and say no that looks nasty

4B: Yeah

I think adults are more likely to try different things as well.

4A: Hmm (in agreement)

4B: Like, if you don't like one cereal then you can go and pick something else. Whereas, I think children like to stick to what they know

(All participants agree)

4A: They kind of like broad everything as the same

4B: Yeah

4A: They've tried that, and then all the others are gonna be terrible too

4B: Yeah

And what do you think about the difference in price? Between adults' and child's

4B: Adult. Healthy cereals are ridiculous, in price

4C: Yeah

4A: So expensive

4D: They're expensive, yeah

4B: Yeah, like if you didn't. You're more prone, like if you've not got as much money, then you're more likely to buy like your Coco Pops, just because they're cheaper

4A: Yeah

4D: What's the one that we buy? That I like as well

4B: Some Crunchy Nut thing

4D: Yeah

4B: That's got bits of chocolate in it though

4D: Yeah, but it's still good

(Laughter in the room)

4D: It is like, almost like £3 for a pack

4B: Yeah

4A: Hmm (in agreement)

4B: It is really, it puts you off eating healthy

(All participants agree)

4C: That's like my Alpen, it's like £5 something for a bag of it

(All participants agree)

4A: (Interrupts) and it lasts him three days

4C: And you know, you can go, you can go get a box of Coco Pops for £1

4B: Yeah

And especially if you've got kids then usually you've not got as much money so you're gonna buy the cheaper ones when you go shopping

(All participants agree)

4B: You're not gonna try and like buy the expensive ones

So back onto brands. What are the main brands that you think of when you think of breakfast cereal?

(All participants agree on Kellogg's)

(Laughter in the room)

4B: I'm like, can I think of any others?

4A: Well we always go straight for the Kellogs stuff

4C: Yeah

4B: Well they make, do they not make the majority of them?

4A: No cause, who makes Shredded Wheat? They, that's not a Kellogg's one, that's

4B: Nestle?

4A: Nestle, yeah

4D: Yeah

And that's about it...

4A: And then other than that it's all like own brand stuff

4B: Who makes Weetabix? Weetabix?

(Laughter in the room)

4D: Weetabix makes Weetabix

4A: Well you have, you have like your brand, and then like

4B: (Interrupts) your own, yeah

4A: Your supermarket own brand, and then your cheap supermarket own brand

4B: Yeah

4D: Yeah

4A: Which are kind of all the same. Those two, I think

4B: I think Kellogg's is just the main one

(All participants agree)

That's literally the first thing that comes to mind as soon as you say cereal

4A: Yeah

And they're all branching out now. We've got these different variations like Nestle are trying to make the Cheerios healthier, we've got Kellogg's just Frozen cereal, and Weetabix Golden syrup. And these Crunchy Nut have gone into these bites things. What do you think about that, them expanding the range? Would you be likely to try these different ones?

4A: I always stick with the basics. I like a basic cereal that just fills me up in the morning

4B: I think if something's saying like oh it's low, lower in sugar, then you're more likely to think oh well I'll get that, to make yourself feel a bit better as well

4C: (Laughs)

4A: Yeah

4B: For getting it. But then generally I don't know. Depends, depends what mood you're in

4A: The thing with like the Frozen boxes, I don't, that's not. I don't even know how they make the connection to cereal. They just put those brands on everything to grab children

4B: (Interrupts) yeah, they just. Cause they know, yeah. That's just an advertising thing in't it? Cause they know that if the kid sees that Frozen cereal, then they'll go for the Frozen cereal

4A: Yeah

4B: And then with the Weetabix, what did it have? Syrup?

4C: Golden syrup

4B: Cause they do like a banana flavour now don't they?

4C: Yeah

4D: Yeah, they do

4B: They do like a strawberry flavour

4C: They do the little bite ones as well

4B: Yeah

4C: Which, I do quite like them

(Laughter in the room)

4A: And usually. I mean cause in the past you just had your regular Weetabix, and you'd add it on yourself

4B: Yeah

4A: And now like, making you pay more, to get the same thing. But you'll do it, because it's easier

4B: And generally, what they're actually. What they're adding is just gonna make the cereal more unhealthy anyway. Weetabix isn't too bad is it? But then if you're adding syrup

4C: (Laughs)

4A: I think it's high in sugar, but it's high in fibre or something...

4B: Yeah

Right, so everyone grab a box, and tell me what you notice. Anything that reaches out to you

4B: Is this for Father's Day? (Frosties)

(Laughter in the room)

Who would get their Dad that for Father's Day?

4D: Dad, I've got some cereal for you

4B: Yeah

4D: Hope you enjoy it

4B: Like, I think, have they all now got like the amount of calories and things on the bottom of them?

4A: Yeah

This one's also got a little picture of its oats

(Laughter in the room)

And its wheat

4D: Well now they're trying to grow plants over here (laughs)

4B: Or they're trying to make...

4A: They've all got a bit of splashing milk haven't they?

(All participants agree)

(Laughter in the room)

Whoever put's their cereal in like that

4D: They like to make a mess

4B: Obviously, they've all got bright colours, to try and catch your eye as well

I think on the front, they just. Even though they've had to put how much sugar and stuff's on the bottom, which isn't great, they've tried to balance that out by saying oh it's got vitamin D, B vitamins and iron

4A: (Interrupts) yeah mine's got this whole grain guarantee

4B: Yeah

4D: (Interrupts) mine's got the exact same as well

4A: It's all got like one health part that says that it's really good for you

4B: Yeah

4D: They also say like, you know on the bottom where they put like how much fat and stuff there is

4B: Yeah

4D: They only put a very small portion to it

4B: Yeah

4D: So it looks good

4B: I know. I don't know how much 30g is

4D: Like 30g is nothing

4C: Yeah

4A: This says 10 servings, but I imagine it would probably only give me about five or six

4B: Yeah

(Laughter in the room)

4C: Or about three

(Laughter in the room)

4A: Yeah, your bowls would be about three

4B: On all the box do you want us to look, or just the front? Anywhere?

Yeah, it's 16 servings from this box (Frosties)

4A: 16 servings? (surprised)

4B: I know

4A: How many tiny portions is that for?

They've all got. They all have. Well this box especially has a big focus on its health benefits (Cheerios). And it's advertised to adults, about children. Hey Mums and Dads it says

4B: Oh, is it?

4A: Yeah. Hey Mums and Dads

4B: Your box is trying to grab people because you're gonna get a free growing kit with it. So it's trying to like, as if, like give something back

4A: Yeah

4D: Yeah

4A: Yeah this is Kids for Cheerios, it's good to say yes

4B: Mine just has the exact same on both sides

(Laughter in the room)

Mine's the most boring thing ever

4D: Like, this is for you Dad

4B: But this, if this is saying Dad your great, this is for, this is like more advertising to get it for adults

4A: Yeah

4B: Which I wouldn't have really thought

4A: And this is advertised towards kids, which I didn't think it would be

4B: No, I wouldn't either. I never thought Cheerios was really a kids' cereal

4A: Low sugar

4B: What've you got?

4C: Crunchy Nut, with its grown-ups go free offer

4B: But I, but I think you would be more likely to get. Where do you go, to like a theme park?

4C: Yeah a few different, like Legoland and Sea World, and Alton Towers and stuff

4A: Look how many ingredients yours had got compared to mine

4C: Yeah, mine's got like a billion, and you've got three (laughs)

4A: And you've got about that big, and I've got a line for it

4C: (Laughs)

4B: Really?

But mine's only got a few ingredients, but yours, surely yours is better than

4D: Yeah, mine only has like, not even two lines. Maize, sugar, fat reduced cocoa powder

4B: Sugar's your second. But is sugar quite high on your list?

4C: Yeah

4B: Yeah

4A: Where's sugar? I can't. Oh yeah. Yeah, it's quite

4B: So they're all full of sugar?

4D: Hmm (in agreement)

4C: Mine's the second ingredient, is sugar

4B: Hmm, same

(Laughter in the room)

4A: Mine's the third ingredient

4D: Mine's 389 calories in 100g. Of fat, of sugar sorry

4B: I think they're all loaded with sugar aren't they?

4A: Well a 30g portion has 2% of your daily sugars

4B: 2g?

4A: 2%. 1.4g

4B: Oh, okay

4C: Mine's got 12%, so

4A: That's a very high sugar content. I'd be like bouncing off the walls on that, let alone a child

4B: (Laughs)

4C: And I say, that's 9 servings in that box apparently, so

4A: There's no way 9 servings

4B: No (agrees)

4A: Each serving, 40g

4C: ...

4A: Well this is 10 servings in here, and it's about 3 times the size of it

4B: See yours is probably a smaller size, but I bet you have to pay more for that

4C: Yeah, probably

4A: Whereas this is obviously quite a big box

4C: Yeah, but how many servings have you got in there?

4B: 16, apparently

4C: 16, so yours are the same sort of box, and yours has only got?

4A: 10

4C: 10 servings

4A: Cause, calories

4C: No

4D: This one's 18

4B: 18? I wouldn't get 18 servings of Coco Pops out of that

4C: See, you look at the size of the box and think that you'd get loads more out of that than you would you know, that one

4B: And it depends how much air's in this as well

(Laughter in the room)

Because it's not full to the top. You always open it and there's always, it's never quite

4A: (Interrupts) Frosties are like that thin, aren't they?

4B: Yeah

4A: They're so slim. They're like. They are practically like eating air covered in sugar

4B: Yeah

So out of all of the information on the pack, what would you actually look at, when you're in the supermarket?

4A: I'd look at, probably that big green banner. Because green's like good

4D: (Interrupts) Green's good, green's good

(All participants agree)

4A: The wholegrain guarantee sounds really good on mine

4C: Yeah, green bits again there. Vitamins and nuts

4B: I would probably look at the bottom

4D: Yeah, yeah

4B: Where it says the information about how many calories and stuff are in it

4A: Hmm (in agreement)

4D: That's what we both always look at

4B: Yeah (laughs)

4A: I never look at those

4B: Do you not?

4A: But occasionally, I'd be maybe like stood there and I'd pick it up and I'd go oh my god have you seen this? But I'd never look at it before I buy it

4D: Hmm (in agreement)

4B: Oh no, I always look

4A: I should do

4D: I looked when I was buying some olives...

4B: (Laughs)

4A: I just go straight to the ingredients though, probably though because that's how I check that it's okay for me to eat (participant is lactose intolerant)

4B: Yeah

So, you mentioned the traffic light. What do you think about that? Do you think it's useful?

4B: I think it's useful, but I think it can be quite misleading

4A: It is very misleading

4C: I noticed like on this one, it's all just in blue. Even though I imagine some of these would probably be red

4B: Yeah

4D: They're all, they're all just in blue

4C: Like, you've got the ASDA one there that's got green and orange at the bottom. Where on these ones they're just in blue. And this (Crunchy Nut) is worse than that (Corn Flakes)

4B: That is?

4C: Yeah, this one's worse than that, and that, and that's got orange on it, they're just all blue. So it's kind of hiding what's really in it

4B: Yeah

4A: It's very hard to compare as well. Cause if we were comparing these two, yours is on a 40g portion, whereas mine's on a 30g portion. And unless you're gonna stand and do the maths, you'd never really be able to compare which one was better for you

4B: No (in agreement)

4C: That's based on your portion isn't it? So that's what you should be eating

4A: Hmm (unsure)

4C: In a bowl, so

4B: But are we assuming that's a children's portion or an adult's portion?

4D: A children's portion

4A: This

4C: No idea

4B: (Interrupts) for them all though? Even for like that?

4A: This Frozen one doesn't even have. It has one thing here, and it's in a foreign language

(Laughter in the room)

4D: Where did you buy these from?

4A: What is that?

4C: It's calories

4A: It's 6% of your daily calories, but the rest is all in like, I don't even know what language that is, have you seen?

(Participants joke that the cereal was brought back from another country)

4D: I'm pretty sure you're not even allowed to sell it without the thing, the traffic lights on it

4B: I know, I thought. I thought everything had to have the traffic light thing on it now

4D: Yeah

4B: But apparently not, cause this Weetabix doesn't have it either

(Participants joke about shaking the boxes around to find the information)

No, I think that it's really misleading

4A: Yeah

4D: Yeah, they should all have the little bottom thing. It's ridiculous

4A: Because I'm not gonna stand and measure out 30g in the morning. I'm just going to pour what I think that I'm going to eat

4B: Yeah

4A: Of whatever, whoever I'm pouring it for. So I'm just gonna take a good guess, and I'm not gonna measure it out. So who knows how many calories or sugars I'm having, or whatever

4B: Yeah

The thing is you're more. I think in that case like looking, just looking at the traffic light thing, you're more likely to buy the cheaper one because it has actually got the different colours. And it does seem a lot more healthier as well

4A: Hmm (in agreement)

So why do you think it's misleading?

4B: Because people don't. I assume most people wouldn't know how much 30g was when you poured it into a bowl

4A: And then does it tell you how much milk percentage you're getting?

4B: Yeah, your milk on top of that as well

4C: Yeah

I mean, when you look it's kinda like 30g portion for that, 40g for that. I always get the impression that they just say a portion size that meets whatever requirement they need for the amount of sugar or whatever's in there

(All participants agree)

They've gotta have it under a certain amount. So oh if we say it's a 35g portion it's within that limit

4A: Yeah, then like the company can't be blamed if you eat a bigger portion and aren't healthy any more. Cause if you ate their recommendations then you'd be all right

4B: Yeah

4D: I think they will try and like make it look as good as possible. So like

4B: (Interrupts) Oh yeah they'll put like the lowest amount

4D: Yeah

4B: That they can possibly on there

What's the most important information to you on the box?

4D: I think the traffic lights

4A: I don't know really

4C: You tend to check fibre

4A: Yeah, I like to look at the fibre content

4B: Do ya?

4A: Cause I always think that if you're gonna start your day, you need a high fibre content. That's what I've been told

4B: (Laughs)

4A: But that's the only thing I ever look at on the box, is the fibre content. I don't even look at the sugar, I just look at the fibre (laughs)

4B: Yeah I think that you would look at. I would look at that for some, for my child. I would look at that

Which one?

4B: The traffic lights

(4C), what about you?

4C: Probably the traffic lights, and I probably wouldn't look beyond that. Other than it looks nice on the box, look at the traffic lights and probably ignore them any way cause it looks nice on the box

(Laughter in the room)

4A: With these traffic lights, cause they've not got any colours they don't mean anything. They don't mean anything to ya

4C: (Interrupts) well yeah cause it's all just blue. You just look at it and I'd just look at that and go oh nothing's red it must be fine.

4A: Yeah

4B: Yeah

4A: I'd do the same with that. Cause that's the same on that Cheerios

4C: Yeah

4A: They're all just blue

4D: And a lot of the time, like everyone fails to look at the portion, the size of the portion

4A: Hmm (in agreement)

4D: Although you don't even know like what it is exactly. But you think like

4B: I think it makes you feel a bit better just looking at that traffic light thing

4D: Yeah

4B: You just think, oh yeah.

4D: Oh yeah

4B: And as long as you've looked you'll just put it in the box

4C: No red bits, I'm okay

4B: Yeah

(Laughter in the room)

I think it's just for like, to make you think it's better

4D: I bet like everyone does it. Oh it's great, it's not red

4B: And obviously anything that they point out about like vitamin D, you think oh well that's got to be good then

4A: Yeah

4C: (Laughs)

4B: So you'll just put it in

So if it was the choice between two similar products, one that had something like vitamin D on it, and one that didn't, which one would you go for?

4B: Probably the vitamin D

4A: Yeah, if it advertised that it had at least only one good thing for me I would probably buy it

4B: Yeah, yeah

4D: Hmm (in agreement)

4A: But like, even with this, the traffic lights over here. I'd be put off with this box because it's got a medium orange, amber one. Whereas, this one's all in blue

4B: Yeah

4A: So I'd think that one's worse (the blue one)

4B: Yeah, cause you get told. You get told to like look for as many green ones as you can

4A: Yeah.

4C: Yeah

4A: (Interrupts) nobody tells you what blue means

4C: Even though that's quite a bit lower than the ones that are just all in blue anyway

4A: Yeah

4D: Hmm (in agreement)

What about the tables on the side, like the ingredients, and the vitamins and minerals. Would you ever look at those?

4B: Yeah. I think if you see like. The fewer ingredients you see, you're like oh well that's good then. Cause a few of them do, I'm sure I've seen advertisements where they say oh like we only have three ingredients

4A: Yeah

4B: So like when you only see a few, you think oh well it's not that bad

4A: Yeah

4B: But then when you see sugar's second, you should probably start questioning

4A: Cause like when you get that crunchy nut one and there's like a list, like a huge list of ingredients, it makes me worried

4B: Yeah

4C: I don't tend to look at that. I probably should do, but I don't. I just look at the nutrition table. Amount of fibre, and that's about it

4B: I would always look how high sugar was on the list

4D: Yeah

4A: Hmm (in agreement)

4B: That would always worry me. Like if it is really high. And on the majority it does seem to be quite high

4A: Especially cause this box advertises low sugar

4B: Oh, does it?

4A: Yeah, everywhere

4B: And is there still quite a lot of sugar in?

4A: Low sugar, low sugar, low sugar

4D: On the side as well, low sugar

4B: (Laughs)

4A: Yeah, it's on this side as well

4D: Hmm (in agreement)

4C: Then there's 7.3g, of sugar in a serving, with milk

4D: Yeah...

4A: But, it says low sugar, but what it really means, it says on the back. They have less than, they have less sugar in them, compared to the previous

4B: Yeah

4A: It's kind of misleading, a bit

4B: I don't know. It wouldn't, I wouldn't go out of my way to look at the ingredients

4A: No

4D: You'd just spend the whole day in the supermarket looking for the right cereal

4B: I know

Now I wouldn't go out of my way, but if I did turn round and look then what I'd be looking for is like how high up sugar came on the list

4A: If I was comparing two of the same things like say own brand Corn Flakes and branded Corn Flakes

4B: Yeah

4A: I might spend a bit more time then. Comparing Cheerios to Crunchy Nut, I probably, I wouldn't compare them the same way

4B: Yeah, no (in agreement)

There's quite a lot of emphasis on sugar. Would you add extra sugar to your child's cereal?

4C: No

4B: Depends what they were having. If they were having like Coco Pops or Frosties, then no

(Laughter in the room)

If they were having Corn Flakes then yeah

4D: Yeah

4A: Yeah, they're a bit hard to digest without sugar

4B: Yeah, they're very plain. Or like Weetabix

4A: Hmm (in agreement)

4B: Then sugar would go on top

You talked a bit about portion size, and how it differs. Looking at a box now, would you find it easy enough to work out what a portion is for an adult and for a child?

(All participants disagree)

4C: Pour some out and have a guess

4A: I wouldn't know how much I should be eating or how much a child should be eating. I'd pour for me, whatever I thought I was hungry enough for, and then a half portion maybe for a child

4B: Yeah, but generally I think, just a full bowl

4D: Yeah

4B: A full bowl with milk

4A: Yeah, then they eat what they want and throw away what they don't eat

4B: Yeah

They usually eat a full bowl though

4A: ...

4B: But no I think. I think, like with (L), he would have like a full bowl, wouldn't he?

4D: Yeah. And he always puts like. We only buy Corn Flakes, or Rice Krispies, and he always puts like milk, and cocoa powder on top of it

(Laughter in the room)

4B: Just to make it a bit more unhealthy

(Laughter in the room)

(Participants joke watching children)

It depends as well, because as they're getting older then they start putting their own cereal in the bowl anyway. As you're getting older, like to the, what are they called? Juniors

4A: Yeah

4B: Yeah. Then he just puts his own cereal in the bowl anyway

4D: Yeah, he does it himself

4B: So he just puts however much he wants in the bowl. So you can't control it anyway

4A: No. I don't mind throwing away whatever's left behind

4B: Hmm (in agreement)

Would you let him pour it himself?

4C: Yeah, if he. If they're eating what you pour. If they're consistently pouring more than they actually eat, then like no. But as long as they're eating what they're pouring out. Even if it's more than they probably should have. If they eat it, they eat it

4B: Hmm (in agreement)

4D: Hmm (in agreement)

So you talked about picking a children's cereal so that the child would eat it basically. Do you think there is a problem getting children to eat in the morning?

4B: Yeah, cause the problem is getting them to wake up, before school and eat

4D: I think like the sleeping pattern is very messed up, now, for everyone

4B: Depends if you, if you send em to bed at a normal time then generally you can usually try and wake them up and get em to eat. But, usually it's just a bit of a rush really. And obviously some schools do like a breakfast club as well

4D: Yeah. But you don't really know what they serve

4B: Then it's usually toast

4D: Unless you like actually asked them

4B: Yeah. But yeah, it is hard to get them to wake up in the morning, just to eat breakfast. It's generally, they don't really consider it that important

4C: Nah, (B) loves his breakfast, so that's never a problem

(Laughter in the room)

4B: (L) usually just rolls out of bed and then goes to school

4D: Yeah

4A: I think it depends on the routine you're in

4C: Yeah

4A: Because we've always got up, had breakfast straight away

4B: Yeah

4A: And then

4C: Then you go get ready

4A: Then you go get ready

4B: Yeah, I suppose it depends how much importance you put on like, as an adult you put on breakfast. Cause you'd never eat breakfast

4D: I never usually eat breakfast, no

4A: Whereas for me, the first thing I think about in the morning is what am I gonna eat for breakfast

4B: Yeah

(Laughter in the room)

4A: And the first thing I do is get out of bed and go straight for my food. So maybe that's why (B) wants to

4B: Yeah, cause usually we, if you can. I think, if I can have five more minutes then I'll miss breakfast

(Laughter in the room)

I'd rather have sleep over breakfast. So I think that's like that pattern your kids take on as well

4D: Our kids get a treat

So you think it's a habit?

(All participants agree)

Would you say it's something you get from your parents?

(All participants agree)

4A: Yeah, cause I've got it from my mum, she's exactly the same as me

4C: Yeah

4A: And so on and so forth

4C: I've got it from my Dad. First thing he does, downstairs, breakfast

4B: Yeah, see we, breakfast was never important. My Mum doesn't eat breakfast now

4D: My father used to eat it yeah, but not all the time

4B: No

4D: Like it used to be like, say like two times in a week, I'd say. That he'd sit down, have coffee and eat some breakfast. But

4B: (Interrupts) I think it's just passed down. If they don't eat it then you don't eat it

4D: Yeah I suppose

4A: Hmm (in agreement)

And would you give anything with breakfast cereal? And fruit?

4D: No

4A: Orange juice

4B Coke

(Laughter in the room)

4D: No, babe, Coke?

4B: No, just. He does drink Coke, all the time

4D: Yeah, but not with cereal

4B: Yeah, he drinks it all the time, he does

(Laughter in the room)

No, probably wouldn't give fruit with breakfast cereal

4A: No, cereal is just kind of, that's it

4B: (Interrupts) cereal yeah, you have cereal and that's it

4A: Cereal is your breakfast. A drink alongside

4D: But you see that's a different part of. Like, obviously with my culture we always have fruit on the table, and we don't usually go for cereal at all

4B: Yeah

Yeah but since you came over here, since you came over here

(Laughter in the room)

Cereal is kind of a thing

4D: No it, it still is, but we still always have fruit on the table, always, always

4B: Yeah, but it doesn't mean it gets ate

4D: Well, not by him, no

4B: No

Okay, so we're going to do a bit of a test, exercise

(Researcher weighs bowls)

Firstly, pour out how much you would give to a child

(Participants laugh and joke between themselves while opening boxes)

4B: You give a very small portion, don't ya?

4A: Yeah, but if it was me the bowl would be full, so I'd just

4B: For you?

4A: Yeah (laughs)

(Participants talk between themselves while bowls are weighed)

4B: I feel like we've given far too much

4D: I think we thought more about ourselves than the kids

4A: And then he puts cocoa powder on the top and has a bottle of Coke?

(Laughter in the room)

Your child goes to school on a sugar high

(Laughing and joking in the room)

(Participants discuss the taste of the Cheerios)

So that's 18g for (4A)

4B: Oh, you're nasty

4D: Your kid will starve

I've only got a skinny child

4D: He will starve

4B: Ours is skinny, for now

(Laughter in the room)

41g for (4C)

(Laughter in the room)

4A: And this is why our child loves you the most

(Laughter in the room)

4B: I dread to think what yours is

4D: Balances it out

62 for (4B)

4A: God, I'm well stingy aren't I?

4B: I mean that is a lot, but I wouldn't have thought that was loads

4C: You see, I just worked out, about half of what I would have, but I'd, I'd fill that bowl up to the top, for me

4B: Yeah

4D: I'm dreading mine

If yours is like that, like mine, I'm in trouble, me

4B: I know

(Laughter in the room)

But when you fill that with milk, it will go to the top, and then that will be nice

4A: Yeah

And 57 for (4D)

4B: Oh, mine's the highest

4D: Oh honey, that's why they love us

(Laughter in the room)

So how much would you give for yourself? You can add a bit more if you want

4A: For me? It's gonna be a full bowl

4C: Yeah

4B: Don't pretend that's how much you'd have

(Participants laugh and joke as they measure their portions)

So that's 29g

4A: So I actually eat less than the portion. I'm on portion

(Laughter in the room)

4C: I'm, I'm well over

4B: I'll probably be like treble. I'm giving the kid double

4D: Well you're in double already. You're already double for your kid

4B: I know

(Participants joke about buying a lot of cereal for this study)

That's 89g, for (4C)

(Laughter in the room)

4A: This is why you're on a diet

(Laughter in the room)

Now think about that as your Alpen, and how high sugar your Alpen has though

4C: It's really bad

4A: It's insane, the amount of sugar

4B: You wouldn't have thought though. What is it better than the sugar you would find in Coco Pops? Is it a different sugar or is it the same?

4C: No, it's just sugar

4A: No it's the same

4C: Loads of sugar in it

4B: Oh, God (surprised)

4A: So it's full of fibre, which is good

4B: And you'd think like, oh it's dead good that, wouldn't you, when you think of Alpen

That's 80g for (4B)

4B: That's why I stay away from cereal

I usually only have one Weetabix now. I'm quite good now, yeah one

(Participants discuss the taste of Weetabix)

That's 76g for (4D)

4B: You'd have more than that you liar

(Laughter in the room)

4D: The bowl's almost full

(Participants discuss the weight of the cereal)

So, does that surprise you?

4B: Yeah

4A: Yeah, I thought I'd have a lot more than the portion size

4C: I'm not surprised. I knew I ate a lot more than the portion size (laughs)

4B: I think it's surprising. I would have thought that there was a lot less, like the weight was a lot less than what it actually was

4C: I'm surprised I'm so far over, but I knew that I ate more than what portions need to be

4B: Hmm (in agreement)

4A: We'll have to get the scales out from now on

4C: I'd go hungry (laughs)

4D: Go into work early

(Participants joke about (4A) being spot on)

4B: No, I think that, I don't know. We obviously put too much in, and you are quite, give it quite sparingly really

4C: Well, you did, I didn't

4B: Yeah. I feel like your child might need a bit more food

(Laughter in the room)

4D: Give some toast with that

4B: Yeah

4A: At weekends

(Laughter in the room)

4B: You give toast as well on a weekend?

4A: I just give them that bowl of cereal. If they ate it and they wanted more they could have more

4B: Oh, okay

4A: But I'm not gonna say that's it now, that's your bowl. That's what I would serve them

4B: Oh see I probably would. If I'd give that full bowl and they wanted more I'd say no that's enough, stop being greedy

4A: But, that's, it's most of the time

4D: (Interrupts) you're like, you're only having two servings

4A: They'd eat that and be full, and be happy to go on until the next came to me later and said I'm hungry

4B: (Laughs)

So what would be your main priority then, when you're giving your child their breakfast cereal? Cause you mentioned trying to keep them full, do you think that's something you'd all think about?

4B: No

4A: I don't like the idea of them going to school hungry

4B: Maybe because we give such a big portion though, then we just assume you've had enough now

4D: Yeah

4C: I think I'd be more, more looking at how much they're gonna finish rather than how much they should have. So if they finished it all and they were happy I'd be okay with that, even if it was less than what they, they probably should eat to keep them full

(Noises of agreement in the room)

4A: I'd be relying on them to tell me I want a bit more, after they'd finished that. So I'd be like

4B: I think that's okay for you though, because we've seen your portion size is quite nice and small. Whereas if you saw mine, and the child was like I want another bowl

(Laughter in the room)

(Participants joke about their children having a sleepover)

4B: Like if you gave. I know I've put a bit more in, but if you gave that, and then they were like could I have some more, would you not be like no that was enough?

4A: Yeah, if they'd had that I'd be like no you've had enough (B)

4B: Yeah

4A: But, I feel like that's a proper serving of breakfast

4B: Yeah

4A: If they ate it all, but

4C: I think it depends on the cereal as well. Cause if they'd eaten that big bowl of Frosties and gone I want more

4B: Oh yeah

4C: I'd be a bit like hmm maybe not. But if they'd eaten that bowl of Corn Flakes and wanted more, it's a lot less than what's in the Frosties

4B: Yeah

4C: So you, maybe you'd be a bit more go on you can have a bit more

4B: Yeah

4C: Cause you know it's slightly better

4B: Yeah

4C: Not by much, but

4D: It depends how much sugar you add onto it as well though

4B: Yeah, if you're putting sugar on top of that

4D: Not on top of the Frosties

4B: Oh no

4D: You'd overdose

(Laughter in the room)

Okay, so I think that's about it. We've covered making a choice, advertising, price, brands, nutritional information, ingredients and portion size. Anything else? Anything we missed?

4A: What was the right portion size for a child?

4B: Yeah what was it? Is the 30 for a child?

So, everyone grab a box, see if they can work it out

4A: Now this says for adults on the back. Reference intake for adults. And then it has a star and says reference intake for an average adult (laughs). Doesn't really make it any clearer

4C: Mine doesn't actually mention adult or child

4D: Yeah

4C: Anywhere on the box

4D: Mine says this amount of energy is one bowl

4C: Even the nutritional chart doesn't say for an average adult

4D: Impossible

4B: Let's have a look. Not it just. It does. All it says is that your average. Mine says about your calorie intake for an adult. Telling you that it's 2000. But it doesn't say anything about portion, do ya know like, anything for a child

4C: Hmm (in agreement)

4B: Yours says about average for an adult

4D: Yeah. I suppose they all say this stuff

4B: Hmm (in agreement)

So I've not got a clue

4A: I'd say the 30g was for adults on this box, just based

4B: (Interrupts) yeah, I would assume that 30g was for adults

4C: (Interrupts) yeah, I'd assume so, but it doesn't. There's no indication of what it, what it actually refers to on the

4B: (Interrupts) but if the 30's for. I'd be a bit worried if the Coco Pops was 30 for adults really. It's not really an adult's cereal is it? I mean, I know adults eat it (laughs)

4A: I ate it for breakfast the other day

4B: But really it's aimed at children

4A: Yeah, that monkey is definitely for children

4B: Yeah

4A: And the grass head

4D: So it just becomes more misleading

4B: So, would we assume that they should be having 15g? How many calories are children supposed to eat?

4A: I don't know

4C: Not a clue

4D: Not exactly sure

We're great parents

4B: I know

(Laughter in the room and participants joke about going to parenting classes)

If 30 was for adults, then I would assume that we're looking at about 15 to 20g for a child. Just as a guess

4A: See like on this box I would like, looking at it cause I believe this is like an adult cereal. I would say the 30g was for adults. But then looking at the Coco Pops, because it's branded at children, I would say the 30g is for children

4B: Hmm (in agreement)

4A: So I don't really, none the wiser really

4B: No (in agreement)

And (4A) you mentioned reference intake. Does anyone know what that means?

4A: No

4B: No

4A: I guess that, oh I don't know

4B: Reference intakes?

4A: Yeah

4B: Have you got reference intakes explained? Mine just says. So when it says the 478 I don't know what kJ is, and 113 calories. So it just says the amount of energy in one bowl over the percentage of your daily energy allowance that one bowl will provide

4A: I don't get that anywhere on this box

4B: Yours says the same as mine. Probably just because it's from the same brand

4D: It's surprising that Coco Pops and

4B: Frosties

4D: Frosties are the same percentages in calories. They're both 6% in calories

4B: Hmm (in agreement)

4D: I thought that the Frosties would be much more healthier than Coco Pops

4A: It has a good to know section. But it just talks about grain. It doesn't tell me anything about anything else

I feel a bit cereal blind now

4B: Yeah, I'm none the wiser

4C: Mine says nothing at all

(Laughter in the room)

So, these tables with the reference intakes. Do you think they're easy to understand?

4B: No

4D: No

4A: I guess reference intake would be what you're supposed to take per day, maybe? I don't know

4B: It tells you how much you're supposed. Does yours tell you how many? Cause it says 6%, but some people might not. Like saturated fat 0.2%, and some people would be like, hmm

4A: Well this one says, cause I guess if it's a reference intake per adult, an average adult, it would be the same on every box

4B: Yeah

4A: So mine says say fat, reference intake 70g. Does yours say the same?

4B: No

4C: Yeah, mines the same

4B: No it doesn't. What, for how much you're supposed to have per day is 70g of fat?

4A: Yeah, the reference. Cause it has reference intake 70g, and then the next column it says a 30g serving provides. And then it has a percentage reference intake, which is 3%

4B: No, it doesn't say on these that 70g is the amount of fat you're supposed to have. Or you can have, your maximum

4D: ...

4A: Let's see, cause sugars

4D: But like, it says here

4B: Yeah, it says fat, and that's 0.3%, but it's working out

4A: I suppose

4B: That 0., what, like how much 0.2 is

4D: Yeah, but 0.2 is 0.3% of the 30g. Whereas this, is 0.8g, is like 1 full percent

4A: Yeah, but I wouldn't, I don't know what's going on. I wouldn't be able to, I wouldn't stand there and be able to work out how many

4D: No no no no, that's not the point. The point is like you can tell that like 30g is, 1% of the 30g is fat, just basic fat

4B: Yeah

4D: Yours is 0.3

4B: Yeah, I know but it doesn't

4A: (Interrupts) mine's 3% of your daily fat is in this 30g portion

4B: I know it's telling you that mine us 0.3%, but what I'm saying is it's not telling me how much. It's not saying 0.3%, oh and by the way you're allowed 70g of fat

4A: That's an average adult as well. It doesn't quite specify

4B: Well women and men are different as well

(All participants agree)

Women aren't allowed to take, are, don't have as many calories, so it doesn't explain that either

4A: Basically it tells us nothing this table. It's just here

4B: Yeah

4C: Yeah

4D: But you see, in the bottom

4C: (Interrupts) for an average person that doesn't exist

(Laughter in the room)

4D: In the bottom of the, of the traffic light. They say like per 100g. Where, I, you could supposedly say that that's for like an adult measure

4B: No, cause there's only 500g, and you're not allowed five portions of it (laughs)

4D: I dunno

(Laughter in the room)

4B: I just think that they've just put on that they can get away with really. Because like I say, they say an average adult, but men and women don't have the same, same amount of calories in a day

4D: No (in agreement)

4A: I don't, I don't know whether you're average, or that I'm average

4B: No (in agreement)

4C: I'd say a, a male adult is meant to have about two and a half thousand calories per day

4A: So this is probably based on women then?

4C: Well no, because it would be an average adult. So it would take women and men into account

4D: Men have more

4C: And stick it down the middle somewhere. So it doesn't really work for anybody

4A: No

4B: They've put it on, but they probably know that no one is gonna have a look at it. No one is gonna sit and scrutinise what they've said

4A: Yeah, and the people that

4C: (Interrupts) probably, that's probably lower than a male, and higher than a female. So

4B: Yeah

4C: Who, who, who is this?

4B: Who is that person? Yeah

4C: Who is this average adult? (Laughs)

4B: And if they, and obviously if like your Coco Pops are aimed at children, why are they not putting average child? Why are we still looking at average adult?

4D: Yeah, if it's aimed at a child, kids

4A: Yeah

4B: Yeah. Cause I'm guessing that this Frozen one is gonna be the same. Oh it's not in English

(Laughter in the room)

Oh no, but you can see that it says 2000 calories. It's saying the same as what the English one is saying

4C: Yeah, they're the same figures

4B: And no adult is gonna, well, no normal adult would really (laughs) buy Frozen cereal. So they should be putting a child's, the information for a child on there

4A: Yeah. But they can't be perceived to be advertising for children. Is that why they do it?

4B: Why?

4A: Because, I don't know. I just, I saw it on the news

4B: (Laughs)

4A: And I didn't understand it, but it was that they couldn't be perceived to advertise certain things to children. They had to be advertised to adults, to buy. I don't know, it got very confusing on the news. It was a while back

4B: That doesn't make sense that though

But then if they're putting like cartoons on

4D: Hmm (in agreement) it doesn't make sense though

4B: If they're putting cartoons on them they are still aiming it at a child. Trying to get, to like to try and tell the parent oh I want this, like a, like a say it was a toy

4A: But none of them, even the ones like, they don't have anywhere that says a child portion or an average child. So even if you wanted you child to eat say Corn Flakes, which are better than covered in sugar

4B: Hmm (in agreement)

4A: Frosties. This still doesn't tell ya. Because that's not perceived to be advertised to children. So, you don't. You're none the wiser whatever you buy

4B: No. And because it's saying 30g then, is it 30g yeah?

4D: Yeah

4B: Then you're, if you're buying Coco Pops then I would think oh well they can have, I would think that that, because it was like for children

4A: Yeah

4B: That I could give my child 30g. So it's no wonder that everyone's obese, really. If you, cause they don't, they're not putting like correct information on really

4A: No, we want some answers

(Laughter in the room)

4B: I'm quite angry really, at the cereal companies

4A: Yeah

(Laughter in the room)

I will be looking more closely

4D: I'll never buy cereal again (jokes)

(Conversation veers to advertising chocolate to children and adults)

END

Appendix 10: Framework analysis

Appearance of subthemes within groups

Subthemes	Group 1	Group 2	Group 3	Group 4
Unnecessary information	✓	✓		✓
"Healthy is boring"	✓			
Importance put on breakfast	✓			✓
Pay no attention	✓	✓	✓	✓
Price difference		✓	✓	✓
Packaging appeal	✓	✓	✓	✓
Child vulnerability	✓	✓	✓	✓
Promotions	✓	✓		✓
Marketing awareness	✓	✓		✓
Inconsistent information	✓	✓	✓	✓
Brand recognition	✓	✓	✓	✓
Price concern	✓	✓	✓	✓
Wastage	✓	✓	✓	
Habit	✓	✓	✓	✓
Health concerns	✓	✓		✓
Picky eaters	✓	✓	✓	✓
Difference in quality	✓		✓	✓
Availability	✓			
Social stigma				✓
Curiosity	✓	✓		
Association with health	✓	✓		✓
Market saturation	✓			
Ease of use	✓	✓	✓	✓
Product ideals	✓			
Unclear information	✓	✓	✓	✓
Child requests			✓	✓

Appearance of subthemes within groups (continued)

Subthemes	Group 1	Group 2	Group 3	Group 4
Mistrust of information		✓	✓	
Time constraints	✓	✓	✓	✓
Enjoyable taste	✓	✓	✓	
Lack of parental control	✓		✓	✓
Social class	✓			
Sugar content	✓	✓	✓	✓
Calorie control	✓	✓		
Nutrition knowledge	✓			✓
Complicated information	✓	✓	✓	✓
Hunger	✓	✓		✓
Appealing to adults	✓			✓

Number of subthemes within themes in each group

Themes	Group 1	Group 2	Group 3	Group 4
Mistrust	9	9	8	9
Priorities	5	5	4	5
Knowledge and awareness	7	3	2	5
Healthy living	4	4	1	3
Child preference	5	4	4	4
Budget	3	3	2	2
Appeal	11	7	5	7